

The Relationship between Placement of Female Teachers and Academic Performnace of Secondary School Students in Owerri Urban of Imo State

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Abstract

This research focused on the relationship between placement of Women Teachers and Academic Performance of Secondary School Students in Owerri Urban of Imo State. Descriptive research design was adopted in carrying out the study. A random sampling technique was used to select ten (10) secondary schools used in the study out of twenty secondary schools in Owerri Urban of Imo state. Questionnaire was developed to collect primary data. The data collected was analyzed using the simple percentage method. It ascertained whether there are more female teachers in the Owerri Urban Secondary Schools than their male counterparts thereby assessing the role of women teachers to the education of the students, vis-à-vis their academic performance. In pursuance of the objectives, some hypotheses were stated as seen in chapter 1. A total of twelve schools (12) were sampled with twenty five (25) principals and vice principals, some classroom teachers and officials of the Secondary Education Management Board Owerri Zone as respondents. Data was collected through the use of questionnaires, oral interviews and personal observations respectively. From the findings as reflected in chapter five (5), it was concluded that although many variables are contributory to the excellent and poor performance of students, the posting of many women teachers in a School lowers teachers/school productivity and consequently affects adversely the student's academic performance. In order to improve the standard of education and this development in particular, some recommendations were made among which among them was government review of the policy of posting married women teachers within the areas their husbands are working to avoid over-concentration of women teachers in the urban Secondary Schools.

Keywords: Student, Perception, School, Teacher, Female Teacher, Leadership, Behaviour, Leadership Behaviour.

1.1 Introduction

It has been observed in recent times that there is a greater increase of the female teachers in the teaching profession and these female teachers especially the married ones tend to cluster in the urban schools having little or nothing to occupy them effectively. They rush to the Urban Centres where they enjoy better social amenities and the rural areas and Schools are denied access to pool of qualified teachers. This situation of course, does not augur well for the qualitative education needed in the school system. This drift of teachers especially the females to the Urban Centre because of the harsh living conditions in the rural areas and some other factors alike affects the effective education of the children in the rural areas.

Conversely, the presence of large numbers of female teachers in the urban schools has negative effects on these schools in terms of disciplinary tone and academic performances of the students because these women teachers do not devote much time to school duties due to role conflicts from home.

It is equally alleged that the presence of many female teachers in the school causes ill-timed transfers which disturb and dislocate the smooth running of the Schools' Schedules of work. The ill-timed transfers are caused by those married teachers whose husbands are government officials and would like their wives to follow them wherever they are posted to work. Some people are of the opinion that the female teachers do not do much work in the school but spend much of their time gossiping and discussing marital issues, leaving the students untaught. In the staff rooms the women engage the students in preparing melon seeds, vegetables and some other food ingredients while the lessons are untaught. At times, they engage the students in their private farms, plaiting of hairs, going to buy food materials in the market during school hours to the detriment of the students' learning.

The pregnant women usually go on maternity leave which lasts for about three months within which their lessons would be unavoidably missed especially when such a teacher is alone. It becomes obvious that the students would lag in that subject and invariably perform poorly in it during public examinations. Even when the woman teacher resumes duty, as a nursing mother, she dismisses school earlier than others abandoning her lessons. Generally, it is observed that the female teachers and mothers in particular leave school earlier than their male counterparts with the reason that they go home to prepare the afternoon meals for their families. For constant health and other domestic reasons, these women teachers absent themselves from class thereby, causing academic problems to the school due to domestic problems they claim.

Naturally, however, there is a general view that women are the weaker sex and the zeal for hard work is not in many of them and this affects their effectiveness as reflected in schools' holiday programmes.

Education, whether formal or informal aims at the acquisition of knowledge which will make the individual learner become a useful member of his society. Teaching is the process or vehicle through which the desired knowledge is imparted. The conveyor of the knowledge, the teachers, should therefore, possess some special attributes such as intelligence; dedication, devotion to duty and conscientiousness, for the realization of the total goal of education. The extent to which the teacher has performed this arduous and very important function of teaching the child is evaluated through the students' performances in examinations.

Bearing this in mind, the recent trend where there are more women in the teaching profession than men needs to be examined. Moreover, as these women are located more in the urban schools, it becomes necessary that they should be rightly utilized to enhance qualitative education in the school system. It is therefore, the object of this research to study the issue of women teaching force dominating the teaching profession and the urban secondary schools alike in Owerri Urban with regards to students' academic performance.

In the light of the above propositions and speculations, therefore, this research has been initiated to make an attempt in finding out the rural causes of these problems on the academic performance of the students, proffer possible solutions in order to make our school system more effective.

1.2 Statement of the Problem

Having thrown 'light' on the above subject matter, the under listed problems and possible solutions proffered will go a long way in helping the decision makers.

- (a) This research is primarily concerned with the problem of women dominance of the teaching profession.
- (b) The socio-educational implications of posting many women teachers to Urban Schools.
- (c) The predominance of married women teachers and role conflicts.
- (d) Effects on the academic performance of the students.

As many married women dominate the teaching profession with their attendant natural health and domestic problems, effective teaching and learning process is adversely affected.

The constant increase of female teachers in the teaching profession may not augur well for the desired qualitative education. The concentration of teachers in the urban schools leads to the drainage of qualified teachers in rural areas. The high concentration of female teachers especially the married ones in the Urban Schools bring about many teachers handling a particular subject in one stream or class. This at times, results into confusion and in most cases brings about poor academic output by the students. Bearing in mind that female teachers mostly specialize in such subjects like Home Management, Commerce, Government, Christian Religious Studies and Social Studies, then other subjects like Mathematics, Physics, Chemistry, Accountancy etc.

1.3 Purpose of the study

- a. To examine if there are more female or women teachers in Owerri Urban Secondary Schools than the males.
- b. To ascertain if women teachers always attend school and lessons regularly.
- c. To ascertain the factor responsible for women teachers' role conflicts on the students and their academic performance.

2.1 Review of related literatures

Academic success is, no doubt, the main focus of all educational activities which has received tremendous attention from educationists. However, prediction of academic success is still not clear. Apparently, predictability of academic achievement is a complex (and by no means an easy) task. In the relevant literature, there are so many intricately related factors associated with academic achievement that make the prediction of academic achievement (at best) situational. Among the factors of academic achievements are :

- (a) student factors (attitudes, individual differences, physical health and readiness, and expectation, etc) ; (Ali, 1983);
- (b) teacher/instructional/curriculum factors (teacher attitude to students, types of classroom control, curriculum content, teacher adequacy in professional qualification and preparation, instructional contents and presentation, use of relevant teaching aids etc); (Flowers, 1966; Burstall, 1970; Pidgeon, 1970);
- (c) home, cultural and parental factors (Strauss, 1951; Llyod & Pidgeon, 1961; Pidgeon, 1970; All, 1983) in which the motivational factors of the home background had been found to influence the learner's academic achievement more importantly than the fixed material and economic conditions of the home .
- (d) institutional factors (type of school, population, control, discipline , personnel interactions , admission and examination or evaluation policies, etc Pidgeon, 1970; Ali 1983) which are said to strongly affect academic achievement. According 'to Cronbach (1969) and Atkinson (1978), environment and motivation exert very strong influence on academic achievement . Educational research literature is replete with findings which indicate that academic achievement is apparently difficult to predict due to too many factors operating upon the learner (Obemeata, 1970 ; Ohuche; 1974; Olatunji, 1976a and 1976b Abdullahi, 1983; Ali, 1983).

2.2 Teachers and students' academic performance in nigerian secondary schools: implications for planning

In Nigeria public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. Student outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor results. To them, it is questionable whether or not teachers in the public secondary schools, the most important factor in the effectiveness of schools and in the quality of a child's education are competent to teach effectively. The National Policy of Education states, "No Education system can rise above the quality of teachers in the system" (FGN, 2006).

Ogunsaju (2004) states that "the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations".

Blumende (2001) corroborated this view when he reported that "the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development".

There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Chall & Popp, 1990; Stuart, 2004; Rodgers, 2001). In support of the aforementioned scholars, Ekwesili (2006) institutionalized the Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classroom and other related 'how effective and efficient the teacher performs in schools'. Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement. Thus, raising educational standards should be the government's number one priority. Similarly, Lassa (2000) and Guga (1998) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

The Baguada Seminar Reports on Quantities and Qualities in Nigerian Education (NERC, 1980) as cited by ESA, (2005) also shared the consensus that teachers are the main determinants of quality in education:

If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like.

2.3 Women increase in teaching profession

It has been the fears of many educationists and sociologists that of all the popular professions, teaching harbours a greater preponderance of females. To buttress this Building (1977:23) commented on women population in teaching profession and said "in the field of teacher education, women are approximately three quarters of the graduates". As teachers, they are widely employed in the world's primary and secondary schools. Nearly half of the world's elementary school teachers are females as just more than one third of the world's secondary school teachers.

The National manpower Board's 1974 Labour Force Sample Survey statistically estimated that only about 5.7 percent of urban women surveyed were professional or technical workers and those in the professions were mostly in teaching. The incongruity of the low state of women as expert professionals when it comes to policy making about social system and the intensive use of women as teachers and shapers of society's youth will bear serious reflection. One is left to wonder why there is tremendous increase of women in the teaching profession compared with other professions and jobs.

Reading from this perspective, Fafunwa 1974: pointed out that the Nigeria civil war of 1967-70 caused shortage of manpower and women had a boom of opportunity to fill the gap in teaching created by the death of so many men".

Still on the predominance of female teachers in our schools, Azubuike (1983) in her research work has this to say "Women in their desperate struggles of trying to combat the barrier to their self development and freedom from total dependence on men have to take up a career that would give them sense of fulfillment. This career is teaching profession through which they achieve their women more time to carry out their domestic and matrimonial assignments at home than any other job".

On the other hand, job satisfaction which develops interest is lagging especially among the young male teachers. These male teachers due to the poor and shabby treatments on them by the government coupled with disregard by the society on teachers from the economic view point, are disinterested in the teaching job hence they quit the profession for more paying ones thereby creating the vacuum which the females fill up.

Continuing on reasons for female increase in the teaching profession, it appears that an individual's disposition places on advantage in certain employments hence according to Dr. Nwagwu (1978) "Employers of teachers are

much concerned with qualification; they look for someone who is sympathetic, friendly and tolerant who genuinely likes children themselves not merely as recipients of his teaching". It is widely believed that female teachers in this regard have more friendly disposition towards children and therefore, merit the preference given them in employments in education as Dr. Nwagwu pointed out in this argument.

2.4 The concentration of women teachers in urban schools

As obviously observed, women are increasingly dominating the teaching profession and majority of them especially the married ones are placed in urban centres. This situation calls for questioning while evaluating women's role in the educational achievements of their students. The concentration of these female teachers in the urban areas is necessitated by some factors among which are the harsh living conditions in the rural areas and the movement of the women teachers with their husbands who work in urban centres." Nworgu (1981:25) on this issue is of the opinion that the posting of female married teachers in schools in the urban areas has some good sides of it; in a home where the wife is a teacher and the husband is working either in any of the public sectors or in the private, there is the need for them to stay together; this saves the family a lot of money, time and worry; moreover there have been case where any of the partners may be found to be showing unfaithfulness to the other if they are separated by their jobs."

2.5 Women teachers and administrative problems

The preponderance of women teachers in the teaching profession and the schools in the urban centres alike, present some administrative problems. Many head teachers are of the opinion that more administrative problems are prevalent among women teachers than their men counterparts. Okoro (1994) in her article "Women to Women" Nigerian Statesman says that "women are rarely steady in their duties, they are often distracted by pregnancy and domestic problems; children's sickness and the rest of them. Many women are normally pregnant almost every year. This deters progress in educational development as it means losing a lot of working hours in teaching field. Many a time they stay at home without permission from the head teachers and do their matrimonial assignments.

Dekards (1979:75) in agreement with this view pointed out that a woman worker lost as high as 56 days in a year due to illness or injury thus proving further their low rate of labour turnover. Onibokun (1982:165) in his own version stated that when a child is sick women are compelled to wait for long hours in private clinics and public hospitals to receive medical advice and drugs. These duties impose considerable strains on women as they divide their time between domestic and income generating activities.

Fidel et al (1991:20) looking at the American Civil Structure observed that women are not capable or already handicapped to meet the dictates of what a career entails in teaching is to be a career. Nworgu (1981:25) in his research concluded that the effects of role conflict can be more pronounced on the women and commitment to work much lower than usual where the woman is supported by her husband and/or children. She is likely to pay far less attention to classroom work and other school activities and would more frequently ask for permission to be away from school. Nworgu observed that the women teachers who played truancy and toyed with their jobs were mainly wives of commissioners, permanent secretaries and top government officials/functionaries. There is general lack of respect for rules of punctuality and regularity to work. This breeds low academic performance and indiscipline. Mandel on the other hand holds a contrary view to the attitude of women at working places and observed that women's conduct at their work, job differs from that of men. It is virtually unheard of for a woman to show up drunk for work. Among men that occurs often enough. Also, only one third of the working women quit their jobs as do men and when they do, it is for family or personal reason. Loring et al (1992:148-9) further held the view that the absenteeism rates of men and women are the same when acute and chronic condition are counted. They maintained that time out is tied to level of involvement and responsibility. The stability of a small percentage of women in higher level positions more than, off sets the percentage of time off regardless of reason ranging to up-grading careers through education".

Durcheim (19) contributing said that women teachers provide smoother transition from the influence of mother at home for female teachers are naturally more dedicated to duty and have the suitable temperament for understanding children. Children find female teachers more approachable and more understanding in and outside the school. It has to be noted where women teachers do their job effectively, something good can be derived to the upliftment of education, but the problem remains that they are more committed to their domestic problems. They hardly pay much respect to the school heads that they see as subordinates to their husbands.

Nworgu (1981:5) frowns at the truancy of teachers and urged them to be of good behaviour as they are the bedding custodian of knowledge and having crucial roles to play in students' upbringing.

2.6 Increase of women teachers and educational development (academic achievement)

As seriously speculated that due to the characteristics of women teachers, their preponderance in the teaching profession and the Urban Schools have adverse effects on the educational development and students academic performances. The absenteeism, lateness, indiscipline, maternity leave and other problems prevailing in schools where many women teachers are found doubtlessly do not augur well in the qualitative education anticipated in this country. Many educationists express some fears as to the consequences of the increasing number of female teachers and the concentration of these teachers in urban schools in educational development.

From the gender perspective of female and male capabilities in teaching profession, Alex and Simon (1975) in their review of determinants of School Achievement in Developing countries concluded that the sex of the teachers had a tremendous impact on student's performance.

Getzels and Jackson (1963) reported that "since male teachers are business-like, emotionally stable, less ties to domestic responsibility and the effect of maternity leave, they more effective than the female teachers". Sex has a prominent role to play in our daily life and activities. The fact that men generally make greater achievements than women cannot be over emphasized. Regarding this argument, Weitz (1977.) has to say, "higher level of achievements in our daily endeavours may be expected from males than females." Deckard (1979) in his research "the women's Movement . . . pointed out that 'the low rate of labour turnover among female is mostly significant only in the lower level manpower than in the higher levels where their output is equally as high as those of the men.

Vroegh (1976) disagreed with the view concerning differences in sex of teachers and their relationship to student's academic performance. Reviewing three students on the same topic he concluded that the sex of the teachers had little or no effect on the academic achievement of the student. From the results of the works, however reviewed, there is an overwhelming consensus of opinion that male teachers are generally better teachers than females because of their characteristics. Some scholars trace low academic achievements of students to teachers interest. On this therefore, it is observed that job satisfaction which develops interest is lagging among the teachers especially the young male teachers. Generally speaking, therefore, both the female and male teachers due to the government treatment on them are disinterested in their jobs and this brings about low productivity and achievement. Fumilayo (1984) in this line of interest, in her study, concluded that a teacher's interest in teaching is of crucial importance to his effectiveness and on the academic performance of his students".

Mayberry (1970) discovered that teachers with positive attitude towards work seem to produce students with negative attitude to work". From the above contributions, it is worthy of note that lack of interest seriously affects the population of teachers in the school system and consequently the rate of students academic performances.

2.7 Some panacea to the problems of women predominance of the teaching professions

Having in mind the role of Education and teaching to the fast development of any nation, many people (scholars) educationists are poised towards proffering solution to the enormity of the problems of increasing number of women in the teaching profession and their preponderance in urban schools. Nworgu has urged teachers to be of good behaviour while reacting to the truancy of women teachers as they are the custodians of knowledge. He is of the opinion that their roles as teachers are crucial in the student's upbringing and educational development.

Cortis (1997:93-4) remarked that teaching is nothing to be toyed with when considering its effects on the school pupils. He further observed that "the class as an audience . . . is not a passive recipient, it cannot be regarded as a lump of clay to be moulded by the master propagandist. Rather the audience is made up of individuals who demand something from the communicators to which they are exposed . . ." in other words, they must get something from the manipulators if he is to get something from them.

Okonkwo (1981:20) and Ajuonu (1982:5) shared the same view with Cortis in the above statement regarding teachers conscientiousness. Barker et al (1976:23) suggested some panacea on the issue of female absenteeism and said "a woman's job must be that in which employment is typically by short term in which the gain in skill achieved by continuous experience is high in which inter-changeability is very high and in which the loss of skill during long periods of inactivity is relatively small – a woman's job must be one which does not involve the subordination of adult males or any close participation with male workers doing parallel jobs . . .". Adams, leading another school of thought which steels a middle course proposed that "the most common patterns is for the wife to work while young, leave her job and devote herself to children and home during years of active motherhood and then pick up the threads of her occupation when the children have grown up". This proves that a woman teacher during active motherhood does not contribute positively to the educational development of the nation. On other hand in order to work up these caliber of teachers (mother) to productivity the principals and head teachers should be up and doing. The teachers' service Manual (19772.XLi) enshrines an article which stipulates that a teacher who absents himself from duty without permission faces dismissal with formality. The document further stipulated that "dismissal or more stringent disciplinary measures should be meted out to a teacher who after two written warnings continued to absent himself or herself from duty. The handbook on school administration (1975:6) equally took another deterrent step by empowering school principals to discipline tutors under them but lamented that most of these principals seem to be powerless before their tutors thereby letting teachers to play truancy at random." This inevitable affects the students performance as what the student learns is what he is taught.

3.1 METHODOLOGY

The target population were the principals, vice principals of about twenty (20 secondary schools in the Owerri urban city of Imo State. The researchers sampled the school principals, vice principals and some classroom

teachers. Some officials of the Secondary Education Management Board, Zonal Office Owerri were equally sampled. Out of the twenty secondary schools, ten were randomly sampled. However, a sample of the population were studied intensively.

The major instrument used for data collection was the questionnaire. Oral interviews were equally conducted while calculative observations were used to collect desired data.

The questionnaires were made for the school administrators or heads; the principals and Vice Principals. The structured items concerned some administrative data and the behavioural attitude of teachers to teaching, the inherent problems of women teachers and the effects of such problems to students academic performance. The oral interviews mainly concerned the classroom teachers and officials of the Secondary Education Management Board.

In the analysis therefore a simple statistics was employed whereby the number of goods ($\sqrt{\quad}$) on a particular option by different respondents were summed up as the score for each option of A.B.C, and D. formula = $\sum XY$

$$\begin{aligned} \text{Where } \sum &= \text{Summation} \\ X &= \text{Score (No of goods } (\sqrt{\quad}) \text{)} \\ Y &= \text{the option} \end{aligned}$$

The individual scores as per each option were then summed up to get the total number of respondents for each group.

Thus $N = \sum X$ where N is the total number of respondents, \sum is summation while X represents the individual scores. The mean score per group was then got by dividing the total sum of scores with the number of respondents:

$$X = \frac{\sum X}{N}$$

Where

$$\begin{aligned} \bar{X} &= \text{Mean} \\ X &= \text{Score} \\ \sum &= \text{Summation} \\ \text{Hence } \sum X &= \text{Sum of Scores} \\ \text{and } N &= \text{Number of respondents} \\ \text{hence Mean } X &= \frac{\text{Total sum of Scores}}{\text{Number of Respondents}} \end{aligned}$$

The percentage scores were equally worked by multiplying the mean score by 100:

$$\% \text{ score} = \frac{\sum X}{N} \times \frac{100}{1}$$

From this formula and working, the option which had highest score was regarded as the most effective than others in that group of your options.

In the data presentation and analysis the above formular were shown and accurately represented.

DATA ANALYSIS

Q.1 TABLE I: REASON FOR THE GREATER NUMBER OF WOMEN TEACHERS IN THE SCHOOLS

| RESPONSES | NUMBER OF RESPONDENTS | |
|---|-----------------------|------------|
| | X | % |
| a. Their husbands work in urban centres | 4 | 16 |
| b. The govt. officials post them to the Urban Centres more than others. | 2 | 8 |
| c. Women teachers are more in number in teaching profession | 10 | 40 |
| d. All of the above | 9 | 36 |
| Y | 25 | 100 |

Q2 REASONS FOR CHOICES MADE IN Q4 ABOVE

TABLE 11.

| RESPONSES | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The men because they engage in out of school private businesses | 1 | 4 |
| b. The married women because of role conflict maternity leave, sicknesses and husband's positions | 18 | 72 |
| c. The unmarried women because they are irresponsible and stubborn | 1 | 4 |
| d. None of the above is better or worst | 1 | 4 |
| e. No comment as per reason | 4 | 16 |
| Y | 25 | 100 |

Q3 AMONG WHICH OF THE FOLLOWING GROUPS OF TEACHERS IS LATENESS MORE PRONOUNCED

TABLE 11I

| RESPONSES | NO. OF RESPONDENTS | |
|----------------------|--------------------|------------|
| | (X) | (%) |
| a. The married men | 5 | 20 |
| b. The married women | 18 | 72 |
| c. The Bachelors | - | - |
| d. The Spinsters | 2 | 8 |
| Y | 25 | 100 |

Q.4 CAUSES OF WOMEN TEACHERS ABSENCE FROM SCHOOL

TABLE IV

| RESPONSES | NO. OF RESPONDENTS | |
|-------------------------|--------------------|------------|
| | (X) | (%) |
| a. Domestic Engagements | 5 | 20 |
| b. Maternity Leave | 2 | 8 |
| c. Sick Leaves | 1 | 4 |
| d. All of the above | 17 | 78 |
| Y | 25 | 100 |

Q.5 GROUP OF TEACHERS WHERE LEAVE OF ABSENCE IS MORE

TABLE V

| RESPONSES | NO. OF RESPONDENTS | |
|----------------------------------|--------------------|------------|
| | (X) | (%) |
| a. The male teachers | 5 | 20 |
| b. The married female teachers | 2 | 8 |
| c. The unmarried female teachers | 1 | 4 |
| d. All of the above | 17 | 78 |
| Y | 25 | 100 |

Q.6 REASONS FOR THE REQUEST OF LEAVE OF ABSENCE

TABLE VI

| RESPONSES | NO. OF RESPONDENTS | |
|--------------------------------------|--------------------|------------|
| | (X) | (%) |
| a. Serious health reasons | 8 | 32 |
| b. Very important domestic reasons | 14 | 56 |
| c. Death of teacher's close relation | 1 | 4 |
| d. Teachers truancy habits | 2 | 8 |
| Y | 25 | 100 |

Q.7 PUNITIVE MEASURE FOR ABSENCE FROM DUTIES

**TABLE VII
RESPONSES**

| | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| a. Transferring them to other schools | 3 | 12 |
| b. Surcharging the, on their monthly salaries | 3 | 12 |
| c. Recommending for their demotions in their work. | - | 0 |
| d. Issuing of queries to them | 15 | 60 |
| e. All of the above. | 4 | 16 |
| Y | 25 | 100 |

Q.8 THE MOST CONTRIBUTORY FACTOR TO THE RAMPANT TRANSFER OF TEACHERS IN URBAN SCHOOLS

**TABLE VIII
RESPONSES**

| | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The preponderance of male teachers over women | - | 0 |
| b. The presence of many women teachers over all others. | 3 | 12 |
| c. The students performances in a particular school. | 3 | 12 |
| d. Teachers personal wishes | 8 | 32 |
| e. The government policy on transfers | 11 | 44 |
| Y | 25 | 100 |

Q.9 THE MOST EFFECT OF TEACHERS IRREGULARITY TO SCHOOL, FREQUENT TRANSFERS AND INCONSISTENCY

**TABLE IX
RESPONSES**

| | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The effective education of the child | 9 | 36 |
| b. Disciplinary tone of the school. | 1 | 4 |
| c. Staff image of the school. | 0 | 0 |
| d. All of the above | 15 | 60 |
| Y | 25 | 100 |

Q.10 THE MOST IMPORTANT FATOR AFFECTING STUDENTS CHOICE OF SUBJECTS

**TABLE X
RESPONSES**

| | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| a. The sex of the teacher | - | 0 |
| b. Their individual interest in the subject. | 19 | 76 |
| c. Their parents wish for such a choice. | 1 | 4 |
| d. All of the above | 5 | 20 |
| Y | 25 | 100 |

Q.11 THE GROUP OF TEACHERS STUDENTS PERFORM LEAST IN THEIR SUBJECTS

**TABLE XI
RESPONSES**

| | NO. OF RESPONDENTS | |
|----------------------------------|--------------------|------------|
| | (X) | (%) |
| a. The married men teachers | - | 0 |
| b. Married women teachers. | 6 | 24 |
| c. Unmarried men teachers. | 1 | 4 |
| d. Unmarried women teachers | 1 | 4 |
| d. None is better than the other | 17 | 68 |
| Y | 25 | 100 |

Q.12 THE GROUP OF TEACHERS THAT PRESENT PROBLEMS MOST

**TABLE XII
RESPONSES**

| RESPONSES | NO. OF RESPONDENTS | |
|--------------------------------|--------------------|------------|
| | (X) | (%) |
| a. The married men teachers | 1 | 4 |
| b. The married women teachers. | 16 | 64 |
| c. Bachelors. | 2 | 8 |
| d. The spinsters | 1 | 4 |
| e. All of the above | 5 | 20 |
| Y | 25 | 100 |

Q.13 ADVANTAGES AND DISAGVANTAGES OF HAVING MANY WOMEN

**TABLE XIII
RESPONSES**

| RESPONSES | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| ADVANTAGES | | |
| a. The women teachers bring about students moral upbringing as mothers | 4 6 | 24 |
| b. More conscientious and dedicated. | 2 | |
| DISADVANTAGES | | |
| c. Women tied to domestic problems. | 3 | |
| d. Natural health problems and physical weakness | 4 10 | 40 |
| e. Truancy, lateness, absenteeism | 3 | |
| f. No comments | 9 | 36 |
| Y | 25 | 100 |

Q.14 THE MAIN EFFECT OF THE PRESSENCE OF MANY FEMALE TEACHERS IN A SCHOOL

**TABLE XIV
RESPONSES**

| RESPONSES | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| a. The disciplinary tone of the sch. | 3 | 12 |
| b. The security of sch. Property and students. | 2 | 8 |
| c. The academic progress of the student. | 6 | 24 |
| d. All of the above | 14 | 56 |
| Y | 25 | 100 |

Q.15 SUBJECTS AFFECTED BY THE PREPONDERANCE OF FEMALE TEACHERS IN A SCHOOL

TABLE XV

| RESPONSES | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| a. Physical education and introductory tech. | 5 | 20 |
| b. Physics and Agric Science. | 4 | 16 |
| c. Mathematics and Chemistry. | 1 | 4 |
| d. All of the above | 6 | 24 |
| e. None of the above | 9 | 36 |
| Y | 25 | 100 |

Q.16 THE EFFECT OF FREQUENT TRANSFERS OF TEACHERS IN THE SCHOOL SYSTEM

**TABLE XVI
RESPONSES**

| RESPONSES | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The overall progress of the school child | 3 | 12 |
| b. The teachers effective performance in the school | 2 | |
| c. The total school administrative set up. | 6 | 8 |
| d. All of the above | 14 | 24 |
| Y | 25 | 100 |

Q.17 REASONS FOR MARRIED WOMEN TEACHERS REQUEST FOR TRANSFERS TO THE URBAN CENTRES

**TABLE XVII
RESPONSES**

| | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. To live with their husbands who work in the centres. | 23 | 92 |
| b. A place, to be less busy in school work. | - | 0 |
| c. To enjoy urban social amenities. | 2 | 8 |
| d. Some do not have cogent reasons at all to give | - | 0 |
| Y | 25 | 100 |

Q.18 THE BETTER TRANSFER FORMULAR FOR TEACHERS

**TABLE XVIII
RESPONSES**

| | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The length of time a teacher stayed in the school. | 10 | 40 |
| b. The need of a particular school. | 8 | 32 |
| c. The personal preferences of the teacher concerned. | 1 | 4 |
| d. All of the above | 6 | 24 |
| Y | 25 | 100 |

Q.19 THE AREA MARRIED WOMEN TEACHERS' ABSENCE FROM SCHOOL IS MOST ADVSERSELY AFFECTED OR FELT.

TABLE XIX

| RESPONSES | NO. OF RESPONDENTS | |
|---|--------------------|------------|
| | (X) | (%) |
| a. The area of effective administration of the schools. | - | 0 |
| b. The area of teacher/teacher rapport. | - | 0 |
| c. Teachers classroom performance. | 13 | 52 |
| d. All of the above | 9 | 36 |
| e. None of the above | 3 | 12 |
| Y | 25 | 100 |

Q.20 MEASURES FOR MARRIED WOMEN TEACHERS EFFECTIVE PRODUCTIVITY

**TABLE XX
RESPONSES**

| RESPONSES | NO. OF RESPONDENTS | |
|--|--------------------|------------|
| | (X) | (%) |
| a. Schedule of their lessons in the morning session. | 2 | 8 |
| b. Put more than one of them for a subject in a class. | 9 | 36 |
| c. Adopt the shift system. | 10 | 40 |
| d. None of the above | 4 | 16 |
| Y | 25 | 100 |

Q21 ASSESSING THE PROBLEMS AND PROSPECTS OF FEMALE DOMINANCE OF THE TEACHING PROFESSION

| Problem or Dangers | Prospects |
|--|---|
| a High rate of truancy and lateness | a. Creates employment opportunity for the teaming female population |
| b Ineffective teaching due to role conflict. Slow pace of work as the females are naturally weak and lazy | b. Gives adequate teaching manpower. |
| c. Insecurity of school property and students | c. Encourages moral upbringing of students. |
| d Some subjects like pure sciences, Agric and P.E suffer. | d. The female students problems are taken care of |
| e Creates administrative problems as women are difficult to handle. | e. More faithful to school duty. |
| f Many rural schools are understaffed Lowers the tone of the schools | |

Problems or Dangers Contd.

- g. Teacher/Teacher relationship is affected
- h. Decline in the student's academic performance.
- i. Lowers generally the standard of education.

4.1 discussion of findings

women population in teaching profession

As has been rightly observed, the women folk have tremendous increase in population in the teaching job than their male counterparts. Statistics has shown that of the 5,040 number of teachers in the Owerri zone of Secondary school system, the females have about 60 percent. This situation has high probability increase as articulate forecaster's hope that the women shall continue to have greater population in teaching profession unless the contributory factors are reversed. Equally too, as certain as envisaged by the researchers, it has been found out that women teachers are much greater in number in the Owerri Urban Secondary Schools. In the 12 schools sampled as shown in Table 1 of the analysis, out of the (810) Eight hundred and ten academic staff, five hundred and ninety (590) 78.8% are women while two hundred and twenty (220), 27% are men. It has been investigated and this proves hypothesis I correct.

As to the women preponderance in teaching profession and urban Schools in particular, the development, however needs not be surprising to any critical observer as many factors are contributory to it. For one thing in the global sphere, women are said to form the six over seven (6/7) of the world's population. This population margin of women over men manifests itself in most of the world affairs where both sexes have fairly equal chances of competition.

Fafunwa (1974) said that the Nigerian Civil War of 1967-1970 caused shortage of manpower and women had a boom of opportunity to fill the gap in teaching created by the death of so many men. Building (1977-23) said that in the field of teacher education, women are approximately one-half of the world's graduates. He however, decried the dangers of this development to educational development and nation building.

In response to an oral interview, the vice principal of Ohoba Comprehensive Secondary School Ohaji said "the ever increasing number of women in this our profession in obvious but disturbing, the poor treatment of the government on teachers is more telling on the men who are heads of families hence many of them decamp for better economically viable jobs thus creating more vacuum which the women teachers fill up."

Azubuike (1983) opined that the desperate struggles of women to combat the barrier to their self development and freedom from total dependence on men make them take up the teaching career in order to give them sense of fulfillment. The teaching profession helps the women to achieve their emancipation. He said that the teaching profession gives women more time to carry out their domestic and matrimonial assignments at home than any other job. Economically, the men find the money paid to them as grossly insufficient to cope with their numerous responsibilities as heads of families and to meet up, with their counterparts who are in other jobs and businesses quit the teaching job for businesses, contract works, oil jobs and the like. This situation reduces the number of male teachers hence the number of women continues to dominate. Another factor is that many educated men and township business men prefer their wives going into the teaching profession to other professions because teaching allows women time to attend to their household chores. By this, therefore, the population of women continues to swell while that of men decreases.

Following these recent trends therefore, the concentration of women teachers in the urban secondary schools is no longer speculative or hypothetical but obvious. As there are more women in the teaching profession so also are there many of them placed in urban schools. From the analysis Table II, the reason (s) for the preponderance of women teachers in the urban secondary schools points mainly to the populous nature of women in the teaching profession at large and equally the fact that these women follow their husbands who work and live in the urban centres make the urban schools to be flooded. These husbands influence their wives' postings to the nearby secondary school. The government officials, however do not have much options than to post these women to the urban schools in order to keep the families together as the employment of women away from the home for any considerable time is believed to be incompatible with good care of the home. According to Nworgu (1981.25) this saves the family a lot of money, time and worry and checks unfaithfulness of the couples. The harsh living conditions in the rural villages could be traced as a factor for the drift of these educated qualified women teachers to the urban centres especially at this time when many people the kids, clamour for improved living social conditions. Lack of adequate social amenities, such as good water, electricity, good market availability of jobs, good roads as well as easy and ready transport facilities bring about mass exodus of people to the urban centres. As seen in Table XXI the women teachers usually seek transport to the urban schools in order to live with their husbands and to enjoy urban social amenities not necessarily because they want a place to be less busy in school work.

Another contributory factor to preponderance of women teachers in Owerri Urban Secondary Schools is the location of industries, government ministries and parastatals and higher institutions such as Federal University of Technology, Imo State University, the Polytechnic at Nekede, Alvan Ikoku College of Education and so on in

Owerri Urban centre. These institutions harbour many highly placed men like commissioners, director Generals, Board members and Lecturers whose wives in most cases are teachers posted within the urban.

Many educationists and sociologists are of the view that women increase in the teaching profession and their preponderance in Urban Secondary Schools is more of a vice than virtue in educational development.

A staff of the Owerri Zonal Office of the secondary Education Management Board in an interview said, “as the women continue to outnumber the men in the educational circle, I do foresee a gradual and steady decline in the standard of education as women have many natural impediments to the progress of qualitative education.

The second vice principal of Bishop Lasbery Girls Secondary School Irete in an oral interview has this to say “more women in this profession creates administrative, social and academic problems which lead to low productivity of the students.” These problems will therefore be categorized in this section of this chapter on findings.

Administrative problems

The issue of placing many women teachers in Owerri Urban Secondary Schools, no doubt creates a lot of problems in various ways, in the schools as revealed in our investigations. In almost the schools visited, the principals indicate that they face with some administrative problems which are peculiar to married women on their staff. Such problems compared with their men counterparts are usually considerably minimized. According to Table XVI in as much as the teachers all category of married men, women, spinsters and bachelors present problems, the married women teachers present most hence the 64% score. These problems ranges from unpunctuality and absenteeism to maternity leaves, personal and children illnesses, frequent requests for permission to leave school during official hours and to some extent indiscipline. Even in the rural areas where these women are few, these problems are also prevalent.

Given that these problems are peculiar to married women, the impact then is bound to be much more in the Urban Schools where these women teachers are greater in number.

As Okoro in her article ‘Women to Women’ in the Nigerian statesman said “women are rarely steady in their duties; they are often distracted by pregnancy and domestic problems, children’s sicknesses and the rest of them. In conformity, the vice principal II of Owerri Girls’ Secondary School complained that the madams are always off and on, either for one family business or the other with the result that they seem to be very inactive in school work and only look forward to their monthly pay packets.

Having absence from duty as the main consequence of posting many women teachers to a school as seen in Table III and the married women teachers as shown in Table IV absent themselves most from school. This is in agreement with the view of Deckards who said that a woman worker lost as high as 56 days in a year due to illness. Other reasons for their absence have been traced to domestic engagements and maternity leaves. According to the 5th Table, the 72% secured in favour of these reasons for absence shows that there is role conflict of these women teachers because of dual roles as mothers at home and as teachers at school.

During an oral interview with a woman teacher at Uratta Secondary school, she agreed that role-conflict causes women absence from official duties. She thus said that such interferences do come usually from the areas of child care, anti-natal visits and check-ups; and occasional household chores.” Another woman teacher of Emmanuel College Owerri said, “the major problems I do encounter border on the non expectations during pregnancy which lead to either sick leaves or antenatal checkups, child bearing and such allied problems arising from home.” This is also in line with the idea of Onibokun (1982: 165) when he said “when a child is sick, women are compelled to wait for long hours in private clinics and public hospitals to receive medical service and drugs. This situation causes a lot of unpunctuality as these motherly family activities impose considerable strains on women as they divide their time between domestic and income generating activities. This situation points to hypothesis and which states that there is no significant relationship between women teachers absence from school due to role conflicts as mothers and teachers at the same time. This hypothesis is therefore wrong as there is clear indication of adverse academic effects of women teachers role conflicts as truancy and absenteeism are no virtues in school system and administration.

Unfortunately, the administrative heads (principals) dread some of these women teachers because their husbands are either commissioners, director-generals, top government officials and notable business tycoons. These crop of teachers toy with their jobs since our society is essentially one where the position of the husband or man can determine the fate and position of the wife or even any other relation. In short, these women can get the necessary protection from their officer husbands no matter the degree of the misdemeanor they commit in the school. The women come to school late and leave school whenever their husbands cars are around. They receive and entertain their visitors any hours such visitors show up. As a clear observed to this problem of women, experience has shown that whenever queries are issued to these erring teachers no answers are given and in situation where they answer, their answers will be another bigger query from a bigger office for the principal or vice. As the principal of Emmanuel College Owerri put it, “I am frequently receiving telephone calls wherever I reprimand any of the notchers wives”. Since the principal would want to leave the teaching service with retirement benefits, he will shut up his mouth and cork his pen. This type of action brings about indiscipline

among the teachers and causes laissez-faire attitude on the part of the principal or head teacher. From the above findings, it is observed that the head teachers (principal) do not have much authority to discipline their erring staff since outside interferences have valid effects.

These administrative problems generated by the presence of more women teachers in a school than men affects the tone of the school and the main objective of the school system adversely.

Social Problems

The superfluity of women teachers in the urban secondary schools has some attendant social consequences. Women naturally are problematic hence when they cluster in a school there is no speculation but certainty of the exhibition of their natural tendencies. Women generally are regarded as embodiments of discord hence the saying 'one wife, one trouble'. At this juncture, one recalls the Biblical havoc caused by the first woman creature, Eve, to human existence. A bundle of women is a bundle of trouble.

In line with the above, a spinster teacher in Obinze Girls Secondary School, Owerri said "most of the married women teachers present unbearable interpersonal problems in the school; they talk a lot, quarrel often; gossip and even galloway. They keep some of us spinsters uncomfortable with stories of their husbands and children and regard us as irresponsible beings". The principal of Ikenegbu Girls Secondary School, Owerri in her comments in the questionnaire said that when many women teachers are posted in a school it generates gossip which invariably affects their output. The principal of Ohaji High school shares the same view with her Ikenegbu counterpart. Experience has shown that where these women teachers are populous, they form cliques, discuss and gossip others. They talk a lot and divert much time they could have used in teaching the students to irrelevant discussions and gossip. They talk about family affairs and fashions. The staffroom is more or less a market place as the women generate a lot of noise and scold on the class prefects who come to remind them of the time for their lessons. According to the principals of Ohaji High School and Ikenegbu Girls Secondary School, the women engage in fashion parade and competition and gossip instead of serious academic work. These women teachers engage in fashion exhibition and covert the school to a beauty contest pavilion. They appear too gorgeous to school; put on the latest wrappers, wears, shoes and hair-dos and parade themselves around the compound for both the staff and students to see them. They paint their lips and finger nails with outstanding colours and implore the services of the female students on plaiting even during lesson periods. They gossip and under-rate some teachers who dress simply and this could be extended to their principals thus bringing about disregard and indiscipline. The staffrooms are converted to market centres by these boisterous women who come to school with some articles to sell. They discuss prices of commodities, reigning materials and fashions in vogue. As these activities take place factions are formed and quarrels are bound to occur.

Due to differences in economic viability and sources of income, some women might be lured into problems with their husbands. As those from average and below average economic homes go home, they ferment troubles with their husbands to equip them like their counterparts but from economically buoyant homes. This could lead to violent quarrels and separation among the couples. Some of the women may be lured into waywardness and gross infidelity as they struggle to get money to look sophisticated. Since the number of men in these schools is few, there could be great struggles by these women and the spinsters alike over them.

As the principal of Ikenegbu Girls secondary School put it, "placing many women to a school leads to unhealthy rivalry among spinsters over the few male teachers in the school.

Some of the women who detest the activity of the so called thick women are gossiped and discriminated upon. The result of this circumstance is constant quarrels, typical of the daughters of discord. On another dimension problem could ensue when these women are provoked by their husbands or children at home and they carry such annoyance to school and convey same to any teacher or student that encounters them that day.

From the above exemplifications, it is clear that placing many women teachers in a school affects the teacher/teacher rapport of the staff, brings about indiscipline and generally affects the tone of the school thus lowering the students learning and academic performances.

Security Problems

The security of the school's human and materials resources are affected by the presence of many women teachers in a school. The school property, students and staff do not have adequate protection where many of the staff are women. One of the researchers tells an eye witness story at B.L.G.S.S. on security problem. One morning she said, a madman broke into the school compound and headed straight to the principal's office. The women teachers who were singing the staff attendance register saw him shouted and took to their heels. The principal who incidentally is a woman raised alarm as the madman rushed into her office. She escaped through a connecting door to the vice principal's office sustaining knee injury. The madman, seized the opportunity and occupied the principal's seat declaring himself the principal of the school. The madman, a dismissed army officer spoke good English beckoning and inviting the students to come for address. The school was in disarray as both the students and teachers fled raising great alarms which attracted the attention of the town's people and passers-by. As the vice principal and the gateman were advancing towards the office, the madman carted away

with some materials from the principal's office. Luck, however, ran against him as a student teacher of Alvan Ikoku College of Education Owerri courageously pursued him, tackled him down and collected the materials from him and the man ran away muttering. It is therefore, clear that if no man was there the madman could have done more havoc to the school property. Nevertheless, many students and teachers were injured and two students fainted and were sent to the hospital where they were reassured and resuscitated.

A similar story exists as told by a lady teacher at Nekede Secondary School where a mere millipede into the staffroom caused stampede and uproar in the school leading to the death of a class two female student who broke her legs while running during the incident. More than half of the female teachers sustained injuries.

This is a clear indication of the danger of having greater number of women in the staff of a school. Men are not easily excited and afraid. Women naturally are sensitive to little fright while men are known for their strong courage hence they act as guards, to women. In the same line, thieves hardly invade boys secondary schools, but such incursions and occurrences are rampant among Girl's Secondary Schools. The placing of many women teachers in a school is therefore a security risk as epitomized by the aforementioned stories. Their consequences affect the progress of teaching and learning in a school.

Academic Problems And Students Performances

The sole responsibility of the teacher and the teaching process is the imparting of desirable knowledge to the child. The classroom activity is essentially important in the fulfillment of this objective. The presence of many women teachers in a school and the teaching profession causes some problems to the realization of this objective as they have some natural health and domestic characteristics which hinder their efficiency and effectiveness.

All the attendant administrative, social and security problems of women teachers preponderance, centre on academics and culminate in the students poor academic performance and the general decline in educational development. The greater population of people sampled and interviewed express the view that the pacing of many women teachers in a school affects negatively the academic progress of the school and the student alike. The women teachers irregularity to school, frequent transfers and inconsistency have detrimental effects on the teaching and learning process vis-a-vis academic progress and standard.

According to Tables III and XVIII, the presence of many women teachers has adverse effects on student's academic performance and progress. Discussing the problems, one sees the sex of the teacher as a factor. The men are known to be naturally more capable than the women in many human activities. Alex and Simon (1975) confirms this idea in their review of Determinants of school achievement in developing countries by concluding that the sex of the teacher had a tremendous impact on students performance. Weitz (1977) equally said "higher level of achievement in our daily endeavours may be expected from males than females" while Getze and Jackson (1963) reported that since the male teachers are business-like, emotionally stable, less tied to domestic responsibility and the effect of maternity leave, they are more effective than the female teachers. From these assertions, it is therefore, obvious that the clustering of women teachers in a school undoubtedly has some educational setbacks.

In strengthening this point of natural ability, the principal of Uratta Secondary school said that there are certain areas which the women's physical strength could not carry them through. This idea is correct as there are certain school activities where the women are lagging due to their nature. As the Vice principal of Bishop Lasbury Girls Secondary School put it, "many school activities will not be taken seriously as women will only carry out a job when others are equally involved. The vice principal of Emekuku Community Secondary school in his own said "most subjects like physical education, agricultural science and other science subjects are neglected." This point is correct because women specialize more in the areas of Arts and social sciences and very few are found in the field of pure sciences like physics. In a school where the entire staff composition is mainly females certainly while those subjects like religious knowledge, Igbo language, government even English language and the allied subjects have surplus number of teachers, the pure sciences like physics, chemistry, introductory technology, mathematics and other related subjects have negligible number. This situation is seen in a wider scope by the number of females in the field of medicine and engineering. There are very few women medical doctors and engineers in our Nigerian society. It is therefore, accepted despite the result on Table XIX that certain subjects suffer in schools where majority of the teachers are women thus affecting educational development in these very important areas.

On another dimension as has been observed, investigated, analysed and proved the women teachers are usually absent from school mainly due to their role conflicts as mothers at home as well as teachers in school. Common understanding has it that there women do not cover their scheme of work and syllabuses effectively. This situation no doubt affects the student's performance in public examinations as what the student is not taught or does not learn he does not know.

As the women go on maternity leaves their subjects are virtually left untaught and even when they resume work after about three months they are still allowed to go on break and equally dismiss earlier in order to breast feed their babies. Many of these women teachers are chronic later comers hence their subjects are not taught according to the school timetable. Both lateness and absence of these women teachers gear towards wasting

students study times and we know what time wasted can never be regained. No matter how hardworking and industrious a teacher appears to be the high rate of lateness and absenteeism will make the coverage of the scheme of work and syllabus content practically impossible. This situation creates serious problem to the student's academic performances especially where many of the teachers are women. This proves hypothesis 2 wrong. The result of the questionnaire Table XXIII confirms that as 52% of the respondents opine that women teachers' absence is more felt in the area of teacher's classroom performances. Equally too, the principal of community secondary school, Emekuku says that married women teachers irregularity in attendance affects the student's academic performances. He goes further to say that this irregularity makes the students lose interest in the subjects taught by these women teachers. This loss of interest influences the student's choice of subjects. As seen in Table XIV, the individual student's interest in a subject and even the teacher of such a subject polled 76% as a factor for student's choice of a particular subject.

Since the students may lose interest in such subjects taught by these irregular and truant women teachers, they may be compelled to choose the subjects they do not have natural ability and likeness for and as such their performance on such subjects in public exams will eventually be poor. The same is true when they do not have option but to choose such subjects taught by these women teachers. With reference to Table XV however, the respondents feel that there is no significant difference between the student's performances in subjects taught by male teachers and that of the females. Those with this view polled 68% while those insisting that students perform least in subjects taught by married women teachers secured 24% second to the highest. This result seems to prove hypothesis (6) six wrong as it stipulates that students perform poorly in subjects handled by women teachers in public examination. This result of this questionnaire number fifteen (15) may have been so because majority of the sample population are women. Naturally, the women are egocentric and would not want to prove that they are not productive as this topic has socio-political undertone.

As this research is not purely centred on the relationship of men and women teachers labour turnover in schools in the urban centres, perhaps this can form another possible area of research for future scholars on related field.

Still on the area of teacher's productivity, the researchers are of the view that placing of many women teachers in a school due to the factors contributory to this, many of the teachers become idle and redundant.

In some urban schools more than one teacher may teach the same subject in the same stream. This system causes confusion in terms of teaching methods. The work load of some of these teachers is below ten (10) and they cannot be transferred because of their schools proximity to their husband's residence or working place. They are rather given internal duty posts to occupy their time. This point is buttressed by the principal of Ikenegbu Girls Secondary School, Owerri who said, "the women teachers dominance will make the teachers idle in the urban schools". This result proves hypothesis three (3) correct as most of the women teachers remain idle in the school because of less work load and even choose to remain in active because they often engage in unnecessary discussions in the staff room.

Continuing on the effects of women teachers' preponderance and teachers' productivity, a staff of Nekede Secondary School says that the dominance of females affects effective teaching and academic progress of the students while the principal of Ihiagwa Secondary school said, it might cause a decline in the standard of education. One of the vice principals of Owerri Girls Secondary School states that the standard of teaching and learning will continue to fall as the students waste their and energy and end up not achieving their objectives at school. All these contributions point to the fact that women teachers in a school bring about negative effect on students academic performances.

On the issue of teacher's transfers as per women superfluity in urban secondary and primary schools, an investigation was conducted. A staff of Holy Ghost College Owerri said "as the women teachers are posted to areas, their husbands are working their stay in a school is unpredictable and uncertain because they could decide a to get transferred to other areas as their husbands are moved to such areas. The vice principal of Egbu Girls Secondary school subscribes to this point as he said, "the problems of these women is their inconsistency or unsteadiness in some schools, some of them are mobile teachers as they always follow their husbands whenever he decides to go." Commenting on this issue of transfer, a staff of the Secondary School Education Management Board Zonal Office Owerri under the transfers section said that they are constrained to move any wife of a senior government officer to any school of their choice at anytime of the year. This kind of ill-timed transfer says the principal of Uratta Secondary School dislocates the school subject allocation and creates loophole and lapses in teaching. It causes administrative and academic problem as the subjects will be badly affected. In a situation where this transfer occurs close to the senior school certificate examination period, it will definitely affect the students performance in that subject in the exam. Since these married women teachers do not have any hindrance in changing to other schools at any point in time of the academic year, their preponderance in a school has high probability to such occurrence and its attendant academic problems in eminent. This proves hypothesis five (5) correct.

Summary, therefore, it is undisputable that the natural health natural women tendencies, role conflicts with their attendant irregularity and truancy problems of women teachers affect the teaching and learning process in our urban secondary schools. The women teacher's strong ties to shift to their husbands because ill-timed transfer

thereby disrupting school's teaching programme.

All the above factors cause academic problems to both the school and the students. It is therefore, clear that the presence of many women teachers in a school causes a downward trend on the development and progress of education as the students who do not learn much are bound to perform poorly in public examinations.

5.1 Conclusion

The issue of women dominance of the teaching profession and the concentration of these female teachers in urban centres stands as a current research investigatory matter. From the review, therefore, many have opined that the clearly observed women increase in the teaching job has some attendant problems. The social and academic problems are more eminent in schools where the women teachers cluster. Much of these problems are traceable to the natural human conditions which these women teachers find themselves. Based on this, many educationists are of the view that education of the child is at the disadvantaged position as the number of female teachers continue to triple that of male. They see the male teachers as low achievers in the academic development of the students.

Some sociologists as well as educationists see women as being very much fitted for the teaching job and strongly oppose the idea that students' performance in subjects handled by female teachers in public examinations is low when compared with their male counterparts.

At any rate, some educationists believe strongly that the efficiency of any teacher and the consequent student's performance depends largely on the principal's supervision and authority over his teachers. Having reviewed most relevant works on this subject, the researchers see the trend whereby these women outnumber their male counterparts in the teaching profession and the unavoidable posting of these women teachers to the urban schools as a threat to the overall progress and standard of education.

The government has been seen as the root cause of the problems of the highly envisaged qualitative education because of the exodus of male teachers to other professions is mainly due to the shabby treatment of teachers in terms of payments. Teachers salaries are poor, and are not paid as at when due. The N.U.T., Nigerian Union of Teachers, works with fear as certain governments can silence them with threats of detention and proscription.

No matter little advantage if any seen in this women dominance, the researchers call for a check of this development in order to rescue the education sector as education is a very strong factor for national development. The transfer of teachers to the urban schools should be based on a purely meritorious parameter of the need of the urban schools and the number of years a teacher has spent in a school to avoid the current drain of the quantity and quality of teachers in the rural secondary schools.

Based on the findings therefore, the researcher is constrained from observable speculations and logical deductions to conclude that despite the fact that many variables are contributory to students academic performances, the preponderance of women teachers in schools is not a progressive attainment in the educational sector as students performances invariably is at stake with the present dispensation.

5.2 Recommendations

For onward improvement of education in Nigeria and Imo State in particular where this research was based and for the enhancement of productivity in teaching profession especially where it affects women teachers in the urban secondary schools and the student's academic performance, the following recommendations are hereby made:

1. It is believed that teaching profession is now almost reduced to a beggarly status thus scaring many men away from the profession. The men always complain of non-payment, irregular or part-payment of salaries and even difficult conditions of service such as lack of in-serve programmes, study leave without pay, low prospects for promotions and phasing out of some basic allowances that make the job attractive. All these should be remedied by the government to attract more people men and women alike to the profession.
2. The situations whereby married women teachers always follow their husbands wherever they go do augur well for the teaching profession and should therefore, be reviewed to avoid over concentration of women teachers in the urban centres to the detriment of the rural areas.
3. Transport facilities and good network of roads should be made available by the government to the teachers living in urban areas to enable them transport themselves to the schools at the periphery of the city so that they can stay with their husbands in the cities and still go to these nearby rural schools and teach.
4. The rural areas and schools should be provided with the basic social amenities like electricity, pipe borne water and health care centres so that they become relatively conducive for civil servants and teachers in order to minimize the rush to urban centres which cause manpower drainage in the rural areas.
5. The situation whereby many teachers refuse postings to rural areas and by the influence of their husbands or relations are then sent to areas of their choice preferably the urban centres should be checked by the relevant authorities.

6. Adequate and effective disciplinary measures should be meted out to a teacher who absents himself or herself from school without good reason and permission or to a teacher who is redundant or toys with his or her job.
7. The long period of twelve (12) weeks, which is one term of a session given to an expectant mother as maternity leaves should be reduced to almost eight (8) weeks and should be granted not more than once in two years in order to justify the monthly payments such teacher receives.
8. Time – outs should continue to be given to nursing mothers (provided that they do not abuse it). This will enable them to breast feed their babies well during midday at their work places because a child well brought up is a great asset and legacy for future generation.
9. Nursery schools and Day-Care centres should be established by the government or private agencies for the working mothers got their babies well catered for. The provision of such amenities will help avert the precarious situations where children are left with some ignorant and wicked maids or old grandmothers to care for. It will equally curb the lateness, absence and restlessness of the mothers who are teachers.
10. In order to improve the productivity of the married women teachers adequate school supervision should be made; the principal should introduce evening lessons for them or more so, adopt the shift system of learning. This shift system will to some extent balance their role conflict as domestic mothers and teachers and enhance their students learning and performance.
11. Examination malpractice should be completely eradicated in order to enable researchers assess the real students academic performances in the individual teachers subjects. This will give a clarified performance of the students on the subjects taught by women teachers and their men counterparts.
12. Students especially the females should be encouraged to study all the subjects including the pure sciences so as to have many women to teach such subjects like physics, mathematics, agricultural science, chemistry, woodworks and their allies.
13. Finally, the authorities of higher institutions should be duly informed of the current trend in women outnumbering men in the teaching profession so that they will try to balance the admission of both sexes every session, at least to a reasonable degree.

To sum it up, the researchers believe that if some or all of these steps are taken, the educational system as it is now will be greatly improved.

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