

**TEACHERS APARTHY TO TEACHING:
IMPLICATIONS ON STUDENTS PERFORMANCE**

**BEING A PAPER
PRESENTED AT THIS YEAR
SCHOOL OF ARTS AND SOCIAL SCIENCES
NATIONAL CONFERENCE OF KWARA STATE COLLEGE OF
EDUCATION ILORIN**

BETWEEN 2ND – 5TH NOVEMBER, 1999

BY

JIMOH KAYODE IBRAHIM

**DEPARTMENT OF SOCIAL STUDIES
COLLEGE OF EDUCATION
ILORIN**

ABSTRACT

The spinal cord of every educational system at every level is the teacher. When and if Teacher becomes broken, education becomes derelict and broken too. In spite of the rapid advance in Technology, the use of computer in education, and the various applications of the information technology in education, the teacher in any part of the world and at any level of the educational system is still not replaceable. It is thus not doubtable that every educational system at level still depends heavily on teachers for the propagation and the extension of its programmes. The curriculum and the system are not worth more than the paper on which they are written without the teacher who is expected to translate the content therein into actions, activities, practice and goals that will affect the performance of the students. This paper highlights the teacher and the education the concept of teacher's apathy to teaching and the consequences on the performance of students and concludes with some recommendations

THE TEACHER AND EDUCATION

What are the roles of teacher in educations? This question is both easy and hard, but let us look at it from its easy angle. Among many other things, the teacher imparts knowledge, helps the learners to acquire skills and some technical know-how, he transmits the culture and serves as a means of getting learner to absorb needed attitudes. He does these through various ways all of which are inter-twined. He motivates his learners to make them willing to learn and develop interest in education, he manage and control his classrooms, uses teaching aids, holds discussions, conduct projects, evaluates and does many other things that would, when put together enable the learner to learn effectively. All these activities are carried out by the teacher in order to mould the mind and life of individuals, assist him to develop, ideas, gain and gather information. (Aggerival 1981:104) said that, "the destiny of a nation is shaped in the classroom and it is the teacher who is the very important instrument in moulding that destiny. In the UNESCO report on twenty years of service to peace (1946-1966:35) the teacher is described as the spark that fixed the whole development process, the key-man in the drive to progress.

Also (Adesina 1986:2) remarked that "the heart of Nigeria's educational system is the teacher the teacher is and would continue to be both major indicator as well as the major determinant of quality education". (Fafunwa 1972:79) in his own contribution to the role of the teachers, "the services of the teachers are to a Nation, for they, more than any other professional group influence the lives of the Nigerian youths and therefore the nation's future" All these put together most probably underscore the point that though "education is the key to progress, development and advancement of any Nation, it is the teacher that holds the key" (NCCS document 1997). The role of Teacher in any educational endeavour cannot be over emphasized.

THE TEACHER IN NIGERIA

In spite of the teachers' prominent position in Nigeria Educational System, it is very disheartening to note that many teachers in various learning institutions have been displaying an apparent apathy to teaching. Parents complain to head teachers that teachers are not teaching, government complain about teachers not doing what it is expected of them, that is, not attending to the needs of the child as they should. Many parents had resorted to living Teachers" for their children after school hours to coach them and prepare them further to cover grounds which ought to have been covered by the official teachers during the school hours. Some teachers too delay proper teaching till after the school hours to enable them charge fees from students. These kind of teachers teaches with enthusiasm after the school hours for the fees charged, whereas, they had remained lukewarm during the official hours. Some had taken to contract chasing. Many are known to have sat put in the staff room reluctantly to go to classes, many go to classes but do relatively little. The general term for this type of behaviour and others classifiable under this cluster of behaviour is "apathy".

CONCEPTS OF TEACHER'S APARTHY TO TEACHING AND ITS

IMPLICATIONS

Teachers apathy to teaching could be best be described as simply non-challant altitude and lukewarm attitude of Teachers to teaching or the work which they are employed to do in the school. Teachers apathy to teaching can manifest in various ways These includes perpetual lateness to school on the part of the teachers, failure of the teachers to draw meaningful lesson plan, failure to enrich the teaching-learning process with improvised instructional aids, gossiping in the staff room, failure of the teachers to conduct continuous assessment tests for their students.

Another aspect of Teachers apathy to teaching could be seen when most teachers comes to school in the morning only to sign the Time-book and left without permission but return later to part-take in the afternoon (S.I.P.) programme. All these numerous acts of teachers will result into poor performance on the part of the students.

Below is a table showing the performance of students in some disciplines such as Biology, Economic and Government.

**TREND OF ENROLMENT OF BIOLOGY, ECONOMICS AND
GOVERNMENT WAEC/SSCE IN KWARA STATE (1991 - 1995)**

YEARS	NO ENROLLED FOR ECONOMICS	NO OF PASSES	%
1991	28,000	21,000	75
1992	32,000	19,000	59.3
1993	36,000	17,500	58.3
1994	38,500	20,600	53.5
1995	39,750	20,240	50.9

YEARS	NO ENROLLED FOR ECONOMICS	NO OF PASSES	%
1996	20,000	17,000	85
1997	25,000	18,000	72
1998	28,000	19,000	67.8
1999	30,050	21,000	69.8
2000	32,000	22,250	69.5

YEARS	NO ENROLLED FOR ECONOMICS	NO OF PASSES	%
2001	27,0350	20,500	74.9
2002	30,860	18,600	60.2
2003	34,500	19,500	56.5
2004	36,000	17,580	48.8
2005	37,000	22,500	60.8

Source: Kwara State Ministry of Education, Statistical Section

CAUSES OF TEACHERS APATHY TO TEACHING

Some OF the causes OF the teachers' apathy will be discuss here. An in depth discussion and analysis of these are as follows:

1. **Working Conditions**: Poor condition is a common song within the land. Everybody including the government is aware of the poor Condition of teacher, his pay his allowance and overall remuneration are all poor everybody talks about it as if they sympathise with the Teacher. Poor working conditions and terrible bed conditions of work are major causative factors in the apathy that most teachers show to teaching. The prime motive of men engaging IN some activities 01 going into a career is to obtain the resources to meet HIS physiological needs and support his family among others. Teachers' apathy to teaching becomes more pronounced when their monthly take-home salaries and allowance cannot take them home. Primary and Secondary teachers have been agitating for teachers Salary Scale Scheme, while the Tertiary Institutions Teachers are mounting pressure on the Federal Government for upward review of their salaries and allowances. Teacher's apathy to teaching becomes inevitable when they are not properly remunerated for their work. Though teaching is public services, yet an efficient teacher is entitled to a decent salary and attractive service conditions as enjoyed by those with similar qualifications, and experience in order government parastatals or in industries. He demands to be taken into confidence in the formulation of educational policies and changes in educational administration that had been on for sometime.

He expects to be recognized as a member of a professional organization and wants to enjoy privileges. The denials of these rights and privileges have been causing teachers apathy to teaching. According to sergiovernni and coverer (1980:31) "teachers seek jobs and stay on the job if physical, social status, economy and security dimensions associated with the conditions of work are satisfactory, if working conditions are not perceived as satisfactory, then turnover can be expected for teachers who are able to move and psychological withdrawal can be expected for those unable to move".

The teacher who could not move out of teaching profession as a result of poor service conditions will without hesitation show apathy to teaching. This is psychological withdrawal from the profession. According to Stinneth and Thugelt (1963:108) 'the happiness and success of teachers are generally affected by their living conditions, if they have desirable rooms and apartments, good meals, and adequate transportation facilities, their adjustment are such more likely to be satisfactory'. As long as teachers continue to experience poor conditions of service they will continue to show apathy to teaching.

2. **Lack of Regular Promotion Prospect:** Promotion is a way of rewarding people for their efforts and services and helps to boost the morale of Teachers and motivate them to work harder in their job. (Museozi 1982) remarks that lack of promotion leads to low morale, and may result in frustration, resignation and at times premature retirement from the job. The teachers promotion should not only be regular, but also comparable with what is obtain in other professions otherwise teachers apathy to teaching become inevitable
3. **Inadequate Physical Facilities in Schools:** Unsatisfactory plant and buildings and lack of necessary equipment have caused low teacher morale. A teacher shows more commitment to teaching when he work in a well ventilated classroom, equipped with attractive functional furniture and all the books required for teaching effectiveness, audio-visual materials and other satisfactory items are available for him to use effectively. Teachers shows apathy to teaching when classrooms, laboratories, lecture theatres and technical workshops are grossly inadequate in terms OF number, space, ventilations and furnishing, Ajayi (1980).
4. **Heavy Teaching Load:** Shortage of Teachers in schools has become a critical problem. Many schools are short OF teachers especially in the area of science, business studies and mathematics. The only option left for such schools is to over-utilize the available teachers through excessive increase teaching load. A teacher who carries an excessive teaching load and who does not see his pay as commensurate with the work he does may begin to exhibit a non-challant attitude to work. Today, many University Teachers are paid excess load allowance. It will be desirable for the government either to employ more teachers so as to pay reduce the teaching load of the classroom teacher or to pay those who are overloaded some excess load allowances.
5. **Lack of Opportunity for Professional Advancement:** Most teachers shows interest in staff development programme not only because of the challenges posed

by the new curriculum in schools, but also as a channel for increased responsibilities, more prestige, enhanced status and increased pay. Professional growth harder in their job. As Owens (1981 / 106) has rightly pointed out "motivation is generally considered to be rooted in human needs and without motivation there would be no purposive, organized behaviours by the individual either at work or elsewhere. This often results to frustration, resignation from the teaching profession and general apathy to teaching.

6. **Lack of Professionalization of Teaching:** Teaching is yet to assume professional status in Nigeria today. Unlike the medical, legal and other allied professions. In the past teachers held an honoured place in the community as a person who cannot find anything better for himself. Professionalization will give teachers their 'sought for prestige and honour in the society. Despite the clamour for professionalization of teaching in Nigeria, there are many interested and unqualified teachers in our schools, especially the privately owned schools. These people find themselves in the classroom either because there is no other places for them to go, thus making teaching their last resort or because they view teaching as a necessary ladder by which they can climb into other positions in industries, firms, commercial institutions etc. (Hanson 1964:80). As long as teaching remains largely on the hands of the unqualified and the untrained teachers, as long as teachers move from teaching into functionary jobs in government or industry the image of teaching as a true reward for individual life and a truly significant life of social service will remain blurred. Teachers will continue to show apathy to teaching as long as they realize that teaching is not fully professionalized and teachers' rights and privileges can be usurped without any justice.

RECOMENDATIONS

The following recommendations are made to enliven the teacher's interest in teaching and encourage them to stay on the job. Since teachers apathy to teaching can be attributed to the general dissatisfaction with the profession, poor salary and poor public image of the professions, teachers should therefore be made to feel that they are reckoned with within the society, that are counted upon In general sense, this could be done through improved service conditions more desirable living conditions, better school facilities that contribute to instructional efficiency and opportunities for higher earnings, specifically the following suggestions could be looked into.

- Regular promotion of Teachers,
- More opportunities for professional growth.
- Conducive working conditions and atmosphere.
- Improve school administration.
- Reduce the work load of teachers.
- Provision of more incentive to teachers.

REFERENCES

- Adesina, Segun (1980): Some Aspects of School Management. Ibadan Educational Industry Nigeria Limited.
- Aggerwel I. C. (1898): Theory and Principle of Education, New Delhi: Vikos Publishing House. PVT Limited.
- Chese, S. Francis (1953): Professional Leadership and Teachers Morale. Administrative Note Book 1
- Fafuwa, A. B. (1976): A philosophy for Nigerian Education: Ibadan Heineman Educational Books Nigeria Limited.
- Muleezi, J.C.S. (1982): The Theory and Practice of Educational Administration: London - Macmillan Press Ltd.
- Robber, G. Owens (1981): Organization Behaviour in Education. New Jersey Prentice hall inc. Englewood chills
- Thomas Sergiovenni and Fred, D. Grover (1980): The New School Executive, A theory of Administration - New York, Harper and Row Publishers.