



## School Location as Determinants of Demand and Supply of Teacher for the Implementation of Upper Basic Social in Delta State, Nigeria

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### **Abstract**

*This study investigated the role played by school location as determinants in the demand and supply of teachers in the implementation process of Upper Basic Social Studies programme in Delta State, Nigeria. Two research questions and two null hypotheses guided the study. The study was hinged on the supply and demand theory by Schmidt and Zuzovsky (2016). The entire public secondary school principals (463) constituted the population of the study. They were made to respond to a self-responded questionnaire titled: School Location as determinant of demand and supply of teacher for implementation of Upper Basic Social Studies Questionnaire (SLDDSTIUBSSQ). Generated data was subjected to mean, standard deviation and t-test analytical tools. Result indicated that teachers demand outweighs supply and that there is significant difference in the supply of teachers between urban and rural schools. The paper concludes that Upper Basic Social Studies programme is facing the challenge of implementation as a result of teacher demand. Therefore, it is recommended that government should respond to the demand of schools for teachers in the subject area for effective teaching and learning in order to achieve the objective of sustainable national development through Social Studies education.*

**Keywords:** School, Location, Demand, Supply, Teacher, Social Studies, Implementation

### **Introduction**

The burden of implementing school programmes fall on the teachers of education. Governments, parents, students alike depend on the teacher to be able to execute contents of each school curriculum. Correlate between teacher and implementation of school programme is a long held tradition Sean (2017) shows that a child could benefit from education because he/she was helped in school by a teacher. Their effectiveness in the school system could be regulated or demographically moderated. Comparison is often made between teacher of the urban and the teacher of the rural areas. The measure usually focuses on their service delivery and productivity, resulting from where they are found in the equation of location. Most teachers have to cover a long distance while others a short distance to get to their respective school. Meaning a teacher will have to get to school stressed out if he/she has to cover a long distance each day to get to school. The implication is that school in distant location could negatively impact both teachers and students' productivity as against teachers/students that are in proximity to their school location.

The influence of school location is a parameter which could determine the demand and supply of secondary school teachers. Preference for urban schools remain high when compared to the number of teachers that are willingly serving in the rural school locations. The resultant effect is that it has push up the demand for subject teachers in the rural schools. The long-run effect is on the students who must compete with their urban counterparts in

external examinations. This demand seems immeasurable for the Upper Basic social studies in many parts of the country. The near total lack of subject teachers in social studies often constrain most school principals to deploy other relative subject teachers to ensure students are taught social studies at that level. The implication of such effort by school authorities does not guarantee effective and efficient implementation of the programme.

Academic programme implementation follows compliance of several criteria. Subject specialization is one of such rules. To ensure the concept is upheld, teachers are trained in their subject specialization and they are exposed to teaching methodology in their subject area. Thus, typical teacher education degree programmes which prepare teachers for students at the secondary education allows the students/teachers to choose the level of education they wish to teach. In this regard, social studies is an area of specialization. According to Western Illinois University (2019), training in social studies focuses on the knowledge, skills and attitudes necessary for the effective teaching of social studies in the elementary and middle grades. It is the acquisition of knowledge, skills and attitude that confer on the teacher specialization in social studies education. It is the application of the knowledge, skill and attitude that determines the effective and efficient implementation of the Upper Basic social studies education programme both in urban and rural schools. It is against this background that this paper investigated school location as determinants of demand and supply of teachers in the implementation of Upper Basic social studies in Delta

State, Nigeria.

### **Statement of Problem**

The role played by school location as a determinant in the demand and supply of teachers in the implementation of Upper Basic social studies programme in Delta State has not been investigated sufficiently enough. Rural schools are considered as disadvantaged species in comparison to urban schools in terms of teacher demand and supply. Effective implementation of school programme including social studies education rely on the appropriate teacher-student ratio on the in-equilibrium curve with quantity and quality being sustained over time. Due to long distance being covered by most teachers and the preference for urban schools, implementing the programme in most rural school appears not to be yielding success. This is despite the fact that the subject is a veritable means for achieving sustainable national development. Thus, intervention in the effective implementation of the programme both in the rural and urban needs to be scaled upward. Therefore, the question that is answered in this paper is that: To what extent would school location determines the demand and supply of teachers for the implementation of Upper Basic

Social Studies in Delta State, Nigeria?

### **Research Questions**

The following questions were raised to guide this investigation. These are:

1. How does school location influence the demand/supply of teacher for the implementation of the upper basic social students in junior secondary schools in Delta State

## 2. What is the perception of school principals for the implementation of Upper Basic Social Studies in Delta State, Nigeria?

### **Hypotheses of the Study**

The following null hypotheses were formulated to be tested at 0.05 level of significance. They includes:

1. There is no significant influence of school location on the demand/supply of teachers for the implementation of Upper Basic Social Studies in Delta State, Nigeria
2. There is no significant influence of perception of school principal on the implementation of Upper Basic social studies in Delta State, Nigeria

### **Theoretical Framework**

The study is hinged on the supply and demand theory by Schmidt and Zuzovsky (2016). According to this theory, the quantity demanded is the amount of a product people are willing to buy at a certain price. The relationship between price and quantity demanded is known as the demand relationship. In market economy theories demand and supply theory will allocate resources in the most efficient way possible. This is an economic theory. It holds that demand consists of two factors; taste and ability to buy taste, which is the desire for a goods, determines the willingness to buy the goods at a specific price. The theory connotes that as the price increases, the same amount of money will purchase fewer product. The theory is applicable to secondary school teacher demand and supply in public secondary schools. The theory is adopted because it aligned with the objective of this study, where the demand and supply of teachers is being correlated with their location in the process of implementing the Upper Basic social studies programme in the study area. Thus, the theory provides direction to review of related literature and its conceptualization.

### **Effect of Location on the Demand and Supply of Teachers**

Subject teachers in public secondary schools in Delta State are distributed in stratified locations consisting of three senatorial districts in twenty-five local council areas. It means that the 463 secondary schools in the state are spatially stratified in urban and rural areas of the state. Teacher demand connotes the need for teacher by subject with certain academic areas needing teacher more than others. While teachers supply implies to adequacy of teachers in terms of teacher-students ratio on the in-equilibrium curve, where quantity and quality is sustained over time. It also relates to how the supply is effective between urban and rural schools, whether there is equitable rationing of school teachers to both locations. The sense in which equitability is studied ranges from location to other dimension in the school system. First, it pursues an argument that the number of teachers with subject-specialization should be equal in respective of the school location, rural or urban notwithstanding. The discussion on the need to ensure equitable distribution of teachers has global reaction

Behrstock and Clifford (2010) found that the distribution of high quality teachers is not equitable within states, districts or schools. Whereas, national and state-level policies recognizes the critical role that talented teachers play in ensuring that all students learn and building capacity for instructional excellence in schools. Because teachers are central to the learning that takes place in classrooms, the equitable distribution of teachers is essential for ensuring that all students have equal opportunities to learn whether in rural or urban school locations. The study by Oghuvbu (2008) on the distribution of teachers among secondary schools in Delta State: Gender and Location Analysis” found that only 20% of the teachers were in the rural schools. His finding confirmed the suspicion that teachers are not equally distributed among secondary schools. A similar study was conducted in Anambra State by Nwakonobi and Obiagwu (2010). Their study investigated the demand and supply of teachers to secondary schools in that state with a focus on school type. The results showed that teachers supplied to rural secondary schools were insufficient and were far below the number demanded. Chukwu (2011) investigated the extent of implementation of the UBE scheme in the South East zone in terms of teacher demand and supply involving the survey of 558 head teachers, including all 520 senior UBE official in the zone. Findings showed a little extent of implementation of the scheme in terms of teacher demand and supply. The finding suggests a downward quality instructional delivery moderated by teacher demanded. Subair and Talabi (2015) examined causes and effect of teachers shortage in public secondary schools in Osun State. The descriptive survey was employed to draw 25 administrators and 250 teachers who responded to questionnaire with coefficient index of 0.83. Obtained results indicated that teachers are in gross shortage in the study area. It gives rise to the need for government to recruit adequately commensurate quantity of teachers in schools both in rural and urban schools respectively. This will ensure good work environment and condition of service, making it possible for programme implementation.

## **Perception of School Principals in the Implementation of Upper Basic Social Studies**

Implementation is the process of putting a decision or plan into effect or execution. In academic terms, implementation according to Mitchell (2011) is a specified set of planned and intentional activities designed to integrate evidenced based practices into real world setting. The definition relates with a school curriculum. The IGI Global (2019) described the term to mean the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. At the centre of a curriculum implementation is the teacher. They are the main implementers while at the same time school administrators (principals) can be directly or indirectly involved in the implementation process. Hence, their perspective is often sought in order to be able to understand and be able to also measure effectiveness of subject implementation in their different school locations.

The Upper Basic Social Studies is one of the many subject programmes in public/private secondary schools in Nigeria. An Upper secondary school is a general education school following a basic school, which provides opportunities to acquire general secondary education. The standard period of study in an upper secondary school according to Federal Republic of Nigeria (FRN) in her National Policy on Education 6<sup>th</sup> edition (2013), is three years. Learning in this programme is called Basic Education Curriculum (BEC). This is a

form of tool which will stand as one point of learning areas adequate for the development of competencies starting from Basic education up to the second level of which is renounced as high school. Upper Basic Education Programme (UBEP) focuses more on developing knowledge, skills, habits and attitudes throughout the guidance of the educationalists assigned. It is this framework the Upper Basic social studies is spaced in school curriculum in Nigeria. Its effective implementation is a continuous source of research because its objectives has not been fully achieved. Hence, there is the need to scale it up in order for it to be able to meaningfully contribute to sustainable national development. Consequently, a number of assessments have been carried out to determine the implementation effectiveness as perceived by most school principals in the study area.

Abdulraheem, Daramola, Bello and Obafemi (2015) conducted a study on the adequacy of the Upper Basic social studies curriculum content implementation by assessing social studies teachers perception on the effectiveness of implementation of the programme in Kwara State. 306 social studies teachers were recruited from 341 Upper Basic schools in a survey study, using a questionnaire in the collection of data subsequently analyzed based on descriptive and chi-square statistics respectively. It was discovered from the results that the content of Upper Basic social studies was not adequately implemented. This observed result was linked to teaching experience, qualification and school location which significantly affects the implementation process. The study by Akantoma (2015) agreed with the findings. His study was aimed at the assessment of the implementation of social studies curriculum in junior secondary schools in Kaduna State, involving the survey of two hundred and twenty (220) social studies teachers who responded to the questionnaire used to collect data on the subject-matter. The research findings show that the implementation of social studies curriculum in junior secondary school is significantly affected by the adequacy of content of social studies curriculum and awareness of teachers. It goes to show that there is a challenge in the implementation process involving the role of teachers. Nnabuike, Aneke and Otegbulu (2016) examined curriculum implementation and the teacher. According to the study, classroom is the center of curriculum implementation and that the teacher is at the middle of contents leading to the achievement of curriculum objectives and the learner. Curriculum implementation is the process of interpreting contents of the curriculum by the teacher. Therefore, the authors submitted that curriculum implementation cannot be complete without the teacher. It means that the teachers' factors is an important indices and challenges to social studies implementation.

Implementation challenge was trace to teachers qualification and teachers years of teaching experience. This view is contained in the study by Nwanekezi and Ibekwe (2017). The study assumed that effective implementation of Upper Basic social studies curriculum could be attributed to teachers qualification and experience. The assumption was a subject of an empirical investigation involving a sample of forty two (42) teachers randomly sampled using two (2) research questions as well as two (2) null hypotheses tested at 0.05 level of significance. A validated and reliability coefficient research instrument was employed to collect data using descriptive and inferential statistical measures including the Analysis of Variance (ANOVA). Findings showed that the social studies teachers qualification has significant influence on the effective implementation of the Upper Basic social studies curriculum. In order to scale up the trend, it is suggested that teachers trained in social studies education would demand to bridge the gap. Also, school principal could ensure

teachers with the require training, qualification and experience should be involved in the classroom for social studies curriculum implementation.

**Methodology**

The descriptive survey research design was employed in the process of the investigation. The entire school principals with a total sum of four hundred and sixty three (463) constituted the population. They were purposively used because the size was manageable and found to improve on the result of the study. The study was carried out in Delta State involving urban and rural secondary schools. The Upper Basic social studies programme was the subject matter.

Participant were made to respond to a self-responded principal-centered questionnaire validated by experts in the college of education with 0.86 reliability coefficient titled: School Location as Determinant of Demand and Supply of Teachers for Implementation of Upper Basic Social Studies Questionnaire (SLDDSTIUPSSQ), which enabled school principals to carry out unbiased assessment of the effective implementation of the programme in their respective school. Their perception as contained in their responses was subjected to a 4-point rating scale of the moderated Likert typewhere Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1. The average mean score of 2.5 benchmark was employed for judging the responses. It enables the study to provide answer to the raised research question involving the mean and standard deviation calculation. Test of null hypotheses was subjected to Pearson r analytical tool.

**Research Question 1:** Does school location affect demand/supply of teacher and the implementation of the Upper

Basic Social Studies in junior secondary schools in Delta State?

Results obtained on this variable is presented in Table 1 as follows:

**Table 1:** Analysis of Mean and Standard Deviation of school location on the demand/supply of teacher for Upper Basic social studies implementation in Delta State

s/n	Item	N	SA	A	D	SD	Total score	Mean score	St.D	Decision
1	My school has need for social studies teacher	463	21	23	0	0	44	10.52	2.63	Accepted
2	Had to convert other subject teacher to teach social studies in my school	463	9	17	16	3	45	10.28	2.55	Accepted
3	Application for new Social Studies teachers to ministry are not quickly attended to	463	21	18	3	1	43	10.76	2.69	Accepted
4	Most Social Studies teachers reject transfer to rural schools	463	17	6	2	20	45	10.28	2.55	Accepted



5	There is high level of concentration of Social Studies teachers in urban schools	463	30	10	1	2	43	10.76	2.69	Accepted
6	Quality of living standard influences most teachers decision to lobby for stay of transfer from the urban cities schools	463	20	20	4	1	45	10.28	2.55	Accepted
7	I provide necessary incentives to persuade my teacher to remain in my school	463	9	08	10	19	46	10.06	2.51	Accepted
8	Long distance covered by teachers to get to school makes them to seek for transfer	463	18	15	4	9	46	10.06	2.51	Accepted
9	Majority of teachers prefer to work in schools where they can return to their family after school hours	463	28	07	3	7	45	10.28	2.55	Accepted
10	I am satisfied with the quantity/quality of Social Studies teachers in my schools	463	2	26	5	10	43	10.76	2.69	Accepted

**Source:** Field Survey by the Researcher, Eduviere, V. (2019)

The mean score and standard deviation obtained on the variable show high results where each of the measured responses by principals signaled the fact that demand and supply of teacher affects the implementation of the Upper Basic Social Studies in the study area. The implication is that effective implementation of the programme is challenged by teacher demand and supply factor. Consequently, the question is answered that school location affects demand and supply of teacher for the implementation of the Upper Basic social studies in secondary schools in Delta State.

**Research Question 2:** What is the perception of school principals towards the implementation of Upper Basic social studies in Delta State?

Data generated on this variable was presented in Table 2.

**Table 2:** Analysis of Mean and Standard Deviation on school principals’ perception of their teachers and the implementation of Upper Basic Social Studies in Delta State

s/n	Item	N	SA	A	D	SD	Total score	Mean score	St.D	Decision
1	Social Studies is taught throughout the week in my school	463	12	11	14	10	47	9.85	2.46	Accepted
2	Teachers are able to cover scheme of work every term	463	2	33	8	2	45	10.28	2.57	Accepted
3	I ensure teacher prepare lesson note for classroom instruction	463	11	32	2	3	48	9.65	2.41	Accepted
4	Majority of students lack recommended textbooks for Social Studies learning	463	48	12	10	12	82	5.65	1.41	Accepted
5	I provide teaching aids to my teachers	463	5	15	12	6	38	12.18	3.06	Accepted
6	Learning in Social Studies is effective in my school	463	13	16	7	10	46	10.06	2.52	Accepted
7	I provide instructional supervision to my teachers	463	14	11	12	2	39	11.87	2.96	Accepted
8	Students find most of the Social Studies materials at the school library	463	25	10	2	12	49	9.45	2.36	Accepted
9	My students perform relatively well in external examinations	463	15	10	11	4	40	11.57	2.85	Accepted
10	Most of my teachers are relatively new in the teaching service	463	1	16	19	20	56	8.26	2.07	Accepted

**Source:** Field Survey by the Researcher, Eduviere, V. (2019)

Results in Table 2 indicate a high positive responses on each and all of the items, meaning that school principals have a positive perception on their teachers in the implementation of Upper Basic social studies in the state. The result shows that principals assessment of the programme in their different schools is positive. Therefore, the question is answered that there is a positive perception of school principals towards the implementation of Upper Basic Social Studies in Delta

State.

### Testing of null Hypotheses

The formulated null hypotheses were tested at 0.05 level of significance on the degree of freedom (df) =461 which decides the critical r table of the correlated variables

**Hypothesis 1:** There is no significant influence of school location on the demand/supply of teachers for the implementation of Upper Basic Social Studies in Delta State, Nigeria

Results is presented in Table 3

**Table 3:** Summary of t-test score of influence of school location on the demand/supply of teachers for the implementation of Upper Basic Social Studies in Delta State, Nigeria

Variable of the study	N	X	SD	df	cal.t	crit.t	Decision
School location	463	10.78	.87				
				461	0.67	.195	Rejected (significant)
Teachers demand/supply	463	9.43	.72				

$N=463$ ,  $df = 461$ ,  $p \leq 0.05$  level of significance

The analysis produced the following obtained calculated  $t=0.67$ , critical  $t$  table value standard matrix  $=.195$ , by interpretation, the calculated  $t$  of  $0.67$  is greater than the critical  $t$  table value at  $0.05$  level of significance. Therefore, the null hypothesis of no significance is rejected, meaning there is a significant influence of school location on teacher demand/supply for the implementation of Upper Basic Social Studies in the study area.

**Null Hypothesis 2:** There will be no significant influence of perception of school principal on the implementation of Upper Basic social studies in Delta State, Nigeria.

Result of the analysis is presented in Table 4

**Table 4:** t-test analysis of school principals' perception on the implementation of Upper Basic Social Studies by teachers in Delta State

Variable of the study	N	Mean	SD	df	t-cal.	t-crit.	Decision
Perception of School Principals	463	10.56	.82				
				461	0.67	.195	Reject Ho (significant)
Implementation of Upper Basic Social Studies by Teachers	463	9.88	.70				

$N=463$ ,  $df = 461$ ,  $p \leq 0.05$  level of significance

The results revealed that critical  $t$ -table value of  $.195$  is less than the calculated  $t$  of  $0.677$ . Hence, the null hypothesis of no significance is rejected. It means there is a significant influence of perception of school principals on the implementation of Upper Basic Social

Studies by teachers. Implication of the finding is that school principals are aware of the role play by teachers in the implementation process of the content of the Upper Basic Social Studies in the study area.

## **Discussion of Findings**

### **Influence of School Location on Teacher Demand and Supply**

The result revealed a significant influence variable that is, there is a significant influence of school location on teacher demand/supply for the implementation of Upper Basic social studies. The findings is supported in the study by Behrstock and Clifford (2010) who found that the distribution of teacher is not equitable between urban and rural school location. Oghuvbu (2008) also discovered that only 20% of the teachers were in the rural schools in Delta State secondary school. Subair and Talabi (2015) aligned with the finding of the study which revealed that teachers are in gross shortage in rural schools. The finding was a result of investigation on the causes and effect of teacher shortage in public secondary schools in Osun State, involving the survey of 25 administrators and 250 teachers. The implication of the finding is that school location influence the demand and supply of teacher. The long run effect is shown in the ineffective implementation of school programmes including the Upper Basic Social **Studies**.

### **Perception of School Principals and Upper Basic Social Studies Implementation by Teachers.**

Result drawn from the test of significance variable shows that there is a significant influence of the independent on the dependent variable. This finding is collaborated in the study by Abdulraheem, Daramola, Bello and Obafemi (2015). They found that teachers are responsible for the successful implementation of school programme. That their input depends to a large extent on teaching experience, qualification and school location. In addition, the finding of the study by Akantoma (2015) noted that the implementation of social studies curriculum in junior secondary schools is significantly affected in content but the programme is well implemented in schools as perceived by schools principals. This result is consistent with the studies by Nnabuike, Aneke and Otegbulu (2016); Nwanekezi and Ibekwe (2017) and Iroegbu and Etudor-Eyo (2016).

## **Conclusion**

The paper concluded that Upper Basic Social Studies programme is facing the challenges of effective implementation due to shortage of teachers in the subject area and where they are available, they often concentrated in the urban schools. The consequence is that students facing the shortage at the rural school sit for the same examination at the externally conducted examination by the state.

## **Recommendations**

The following recommendations are drawn from the study. These are:

1. State Education Board should equitably distribute teachers of social studies qualification to urban and rural schools. This will provide equal learning

opportunity to all students who sit for the same external examination in the state.

2. School principals should ensure the deployment of specialized subject teacher to classroom. This will enable the implementation of the programme to be effective and efficient in the study area.
3. Teachers should regard rural schools as an opportunity rather than disadvantage and embrace posting to the rural schools.

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