

TEACHER EDUCATION, TEACHER PRACTICE, APPROACHES TO GENDER AND GIRLS' SCHOOLING OUTCOMES:

A STUDY IN FIVE NIGERIAN STATES

BRIEFING NOTE: FINDINGS FROM ANALYSIS OF PHASE 2(A) DATA WHERE ARE NEWLY QUALIFIED TEACHERS EMPLOYED?

1. Background

The expansion of education provision to all children in Nigeria is widely acknowledged as a major political, economic and social goal. Numerous studies, including each State's annual school census, acknowledge how large the pupil:teacher ratio is. This signals how pressing it is to train teachers and post them efficiently to schools. Only with more well trained and supported teachers in work can the policy on education for all become a practical reality. However, the findings of our study shows that newly trained teachers are not being speedily employed. Indeed, the highest levels of under-employment amongst newly graduated teachers are found in those states in our study with the greatest need and the highest pupil:teacher ratios.

From June - September 2014 we surveyed 4,524 students in 16 education institutions across 5 states: Lagos, Rivers, Sokoto, Jigawa and Kano. Students were in their final year of education courses. (See briefing note 1).

2. Findings

In January - February 2015 we followed up this sample by telephone to investigate whether the former students were working as teachers. We were able to make contact with 56% of those initially surveyed, a good response rate for this kind of study. A greater proportion was reached in Southern states, but in all states we followed up with more than 40% of the original sample. There were no differences in the proportion of students reached in the follow up telephone survey by sex or the kind of teacher education institute they studied in.

	No. of participants reached	No. reached as % of total surveyed in 2014
State		
Sokoto	431	42.0
Jigawa	450	49.9
Kano	321	48.7
Rivers	690	73.2
Lagos	624	62.8
Sex		
Male	1493	57.8
Female	1023	52.7
Type of institution at which students were studying in 2014		
College of Education	1885	53.0
University	537	57.2
Polytechnic	6	20.0

Table 1. Number of participants reached in telephone survey as a % of the total surveyed in 2014

The most striking finding from the study is the high proportion of recent graduates of education courses who are not currently working in teaching. In Lagos, the state with the highest proportion of recent education graduates in work, many in private schools, this still amounts to under one third of those contacted. In Jigawa, less than 5% of those we were able to follow up with are working as a paid teacher. Very small proportions are working as volunteer teachers, although this is 12% of those surveyed in Jigawa, a handful are teaching but not in school, and a small proportion in Lagos and Rivers have gone onto other studies or to the National Youth Service Corps. However, the majority of those reached are either unemployed or not working in any aspect of education. In four states three quarters or more of young teacher graduates we contacted were unemployed, and, even in Lagos, with its dynamic economy and proliferation of schools, nearly a third were not in work.

The table shows that the men in work are a smaller proportion of the men surveyed, compared to women. It also shows that male teacher graduates as a proportion of those surveyed are more likely to be unemployed, compared to women, but that for both groups more than 50% are unemployed. A slightly higher proportion of students completing courses at Colleges of Education are employed, compared to those graduating from education courses in universities, but the difference is not very large. While only 13% of those reached in the survey are working as paid teachers, if the proportion reached working as volunteer teachers or in other jobs associated with education are included, it still amounts to only 16% of those reached.

	Paid teacher in school	Unemployed
State		
Sokoto	7	82
Jigawa	3	80
Kano	5	70
Rivers	13	75
Lagos	28	32
Sex		
Male	8	71
Female	20	58
Type of institution		
College of Education	12	69
University	9	57
ALL	13	66

Table 2. Percentage of respondents to telephone survey by state, sex, type of institution in which they studied and nature of current work

3. Conclusion

These findings regarding the lack of pathways to employment as teachers for graduates of teacher education courses is a matter of grave concern. They raise questions about the feasibility of providing the education promised to a generation and the effectiveness of the many initiatives and forms of support that attempt to make this a reality.

If you would like further information about the study and its findings please contact Elaine Unterhalter (Elaine.Unterhalter@ioe.ac.uk), Emma Shercliff (emma.shercliff@britishcouncil.org) or Chidi Ezegwu (chidi.ezegwu@yahoo.com).