

Chapter 3

Impacts Of Female Teachers on The Teaching and Learning Process in Secondary Schools in Kano State, Nigeria

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Abstract

The study investigated the impacts of female teachers on teaching and learning process in secondary schools in Kano State. The research adopted survey research design. The population of the study consists of all female teachers and students in public secondary schools in Kano State Nigeria. Multi-stage stratified random sampling and purposeful sampling technique was used for the selection of schools, female teachers and students. The instrument for data collection was researcher made questionnaire, title: “Impact of Female Teachers’ on Teaching and Learning Questionnaire” (IFTTLQ). The instrument was validated by four experts and reliability coefficient is 0.79. The researcher and research assistants administered the instrument through online Google Form. The data collected were analysed using descriptive statistic, mean score and standard deviation. The results revealed that female teachers serve as role models for young girls; empower female students by providing them with the necessary skills and knowledge; motivate students to strive for excellence; serve as mentors to students; help students develop critical thinking and problem-solving skills, encourage collaboration among students and provide emotional support to students. Based on the finding’s recommendations were made that government, school administrators, and stakeholders in the education should create a supportive environment for female teachers to thrive and excel in their roles.

Keyword: Female, Impacts, Female teacher, Teaching, Learning, Secondary schools

Introduction

The role of female teachers in the education system is often overlooked, but their impact cannot be denied. In Kano State, Nigeria, female teachers play a vital role in the secondary school education system. Not only do they bring diversity to the teaching staff, but their unique perspectives and teaching methods have a positive impact on both the teaching and learning process.

One of the biggest impacts of female teachers in secondary schools in Kano State is their ability to serve as role models for young girls. In a society where traditional gender roles are still prevalent, having a female teacher in the classroom can inspire young girls to pursue their education and break gender stereotypes. Female teachers also serve as mentors and provide

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guidance to girls who may face societal and cultural challenges in pursuing their education. This, in turn, leads to an increase in the number of girls attending and completing secondary school, which ultimately has a positive impact on the overall education system (Ibrahim, 2021).

Moreover, female teachers bring a different perspective to the classroom, thus contributing to a more diverse and inclusive learning environment. They bring their own life experiences and insights, which can enhance the learning experience for students. This also helps to break the monotony of having only male teachers in the classroom and provides a more balanced view of the world. Research has shown that having a diverse teaching staff leads to better academic outcomes for students, and female teachers play a crucial role in this aspect (Amez, 2019).

Another impact of female teachers in secondary schools is their nurturing and empathetic nature. This is especially important in the teaching and learning process as students not only need to learn academic subjects but also develop social and emotional skills. Female teachers are known to be more caring and understanding towards their students, creating a supportive learning environment. This, in turn, leads to improved student-teacher relationships, higher student engagement, and academic achievement (Musa, 2022).

Furthermore, female teachers in Kano State have been instrumental in introducing innovative and effective teaching methods. As they are often responsible for teaching subjects such as Home Economics, Social Studies, and Arts, they bring a creative touch to the classroom. This helps to make the learning process more interactive and engaging for students. Additionally, female teachers are also more open to integrating technology into their teaching, providing students with necessary digital skills for the future.

In a society where women are still facing challenges in accessing education and employment opportunities, having a strong representation of female teachers in secondary schools in Kano State is crucial. It not only breaks the traditional mindset but also contributes to the empowerment of women in the state.

The impacts of female teachers on the teaching and learning process in secondary schools in Kano State, Nigeria, cannot be ignored. From serving as role models to bringing diversity, empathy, and innovation to the classroom, their presence has a positive influence on students' academic and personal development. It is, therefore, essential to recognize and appreciate the valuable contributions of female teachers in the education system and continue to support and encourage their presence in secondary schools in Kano State.

The role of female teachers in the educational landscape of Nigeria, particularly in Kano State, is a critical area of study that has garnered increasing attention in recent years. Also in Kano State, Nigeria, where cultural and socio-economic factors often dictate educational access and quality, the presence of female educators can have profound implications for teaching and learning outcomes. Female educators play a pivotal role in shaping the academic experiences of students, influencing not only their academic performance but also their social and emotional development.

Despite the roles of female teachers in secondary schools, there is limited research on the specific impacts they have on the teaching and learning process. Understanding the role of female teachers in the classroom is essential for improving educational outcomes for students in Kano State. Based on this, the researcher examined the impacts of female teachers on the teaching and learning process in secondary schools in Kano State, Nigeria.

The main objective of this study is to examine the impacts of female teachers on the teaching and learning process in secondary schools in Kano State, Nigeria. Specific objectives include:

1. To explore the perspectives of female teachers on their role in the classroom for effective teaching and learning process in study area
2. To examine the perceptions of students on the effectiveness of female teachers in teaching and learning process in study area
3. To identify the challenges faced by female teachers in teaching and learning process in secondary schools in Kano State.

The following research questions guild the study

1. What are the perspectives of female teachers on their role in the classroom for effective teaching and learning process in study area?
2. How do students perceive the effectiveness of female teachers in secondary schools in Kano State?
3. What are the challenges faced by female teachers in the teaching and learning process in Kano State?

Literature Review

According to a study conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), female teachers make up only 47% of the total number of secondary school teachers in Nigeria. This disparity in representation reflects a pervasive gender gap in the education sector, which has adverse effects on the teaching and learning process. However, the few female teachers who are present have a tremendous impact on both their students and the education system as a whole (UNESCO, 2020).

According to Aghoghovwia, (2020) impacts of female teachers is their ability to serve as role models for their students, particularly young girls. In a patriarchal society such as Nigeria, where gender stereotypes and discrimination are prevalent, having female teachers in positions of authority can challenge these beliefs and inspire young girls to pursue their education and career aspirations. As these girls see themselves represented in their teachers, they are more likely to envision a future where they can also achieve academic and professional success. (Ogunyemi, 2020).

Moreover, female teachers bring a unique perspective and approach to the teaching and learning process. They not only have the necessary qualifications and knowledge but also possess qualities such as empathy, emotional intelligence, and nurturing abilities. These

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attributes are especially crucial in secondary schools, where students are going through a critical stage of personal and emotional development. Female teachers can create a safe and supportive learning environment for their students, which positively impact their academic performance and overall well-being. (Oloyede, and Oloyede, 2020)

Another significant impact of female teachers is their ability to promote gender equality and inclusivity in the classroom. By incorporating diverse perspectives and experiences in their teaching, they can create a more inclusive learning environment for both male and female students. This can break down gender stereotypes and promote mutual respect and understanding among students. It also encourages female students to participate and engage in subjects that are traditionally considered more suitable for males, such as STEM fields (Ogunyemi, 2020).

The presence of female teachers has been associated with improved academic performance among students. A study by Mohammed (2021) found that schools with a higher proportion of female teachers reported better examination results, particularly among female students. This correlation suggests that female educators not only serve as role models but also contribute to creating a more equitable educational environment. Additionally, female teachers are often more attuned to the specific needs of students, providing tailored support that can enhance learning outcomes (Bala, 2021). Research has consistently highlighted the significance of female teachers in promoting gender equity in education. Female educators serve as role models for female students, encouraging them to pursue their academic goals and aspirations (Adeleke, 2019). In a culturally diverse society like Nigeria, where traditional gender roles often limit women's opportunities, female teachers can challenge stereotypes and promote a more inclusive educational environment (Ogunyemi, 2020).

The emotional and social support provided by female teachers is another critical aspect of their role in the teaching and learning process. Female educators are often perceived as more empathetic and nurturing, which can create a safe and supportive learning environment for students (Bello, 2020). This emotional connection is particularly important in secondary schools, where students navigate various challenges, including peer pressure and academic stress.

Female teachers often employ different pedagogical approaches compared to their male counterparts. Research by Okwudishu (2020) suggests that female educators tend to adopt more collaborative and student-centered teaching methods, which can lead to improved student engagement and comprehension. The introduction of innovative teaching strategies by female teachers has been linked to enhanced critical thinking skills among students (Bala, 2021). Furthermore, female teachers are often perceived as more empathetic and nurturing, creating a classroom atmosphere conducive to learning (Ibrahim, 2021). Female teachers often employ diverse pedagogical strategies that cater to the varied learning styles of their students. Studies indicate that female educators tend to adopt collaborative and participatory teaching methods, fostering an inclusive classroom atmosphere (Adamu & Abubakar, 2021). This approach not only enhances student engagement but also promotes critical thinking and problem-solving skills among learners.

According to Bello, (2020) female teachers also bring diverse skills and expertise to the teaching profession. They offer a variety of teaching styles and techniques that cater to the different learning needs of their students, resulting in a more effective teaching and learning process. Additionally, female teachers are more likely to provide a supportive and nurturing learning environment, which has a positive impact on the academic performance of students (Aliyu, 2019).

Despite their significant contributions, female teachers in Kano State face numerous challenges that hinder their effectiveness. Societal norms and expectations often place additional burdens on female educators, limiting their professional development opportunities and access to leadership positions (Ibrahim, 2021). Furthermore, issues such as inadequate resources, large class sizes, and insufficient training exacerbate the difficulties faced by female teachers in the classroom.

Female teachers play a pivotal role in the teaching and learning process in secondary schools in Kano State, Nigeria. They serve as role models, bring unique perspectives and approaches to teaching, promote gender equality and inclusivity, and offer diverse skills and expertise. However, there is still a significant disparity in the representation of female teachers in the education system. To address this issue, there is a need for policies and initiatives that promote and support the recruitment and retention of female teachers in secondary schools. By doing so, we can ensure a more equitable and inclusive education system that benefits both students and the community as a whole.

Method

The study investigated the impacts of female teachers on teaching and learning process in secondary schools in Kano State. The research adopted survey research design, this makes the researcher to sample and collect data from large population for generalization. The population of the study consists of all female teachers and students in public secondary schools in Kano State Nigeria.

The sampling technique used was multi-stage stratified random sampling and purposeful sampling technique for the selection of schools, female teachers and students for the study. Twenty-five (25) schools were selected from five (5) Educational Zone in Kano State, the schools selected were both from urban and rural area of Kano State. The sample of 120 female teachers and 350 students was selected for the study.

The instrument for data collection was researcher made questionnaire, title: “Impact of Female Teachers’ on Teaching and Learning Questionnaire” (IFTTLQ). The questionnaire was structured using five Likert scales, Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Content and face validity of instrument was determined by four experts from Curriculum and Instruction Department, Test and Measurement and English Department, Yusuf Maitana Sule, Federal University of Education Kano. The instrument was pilot tested to determine the reliability coefficient. The reliability of the instrument was tested using the Cronbach alpha method of computation and the instrument yielded 0.79 reliability coefficient, this indicates that the Questionnaire is reliable.

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The researcher and research assistants from the five (5) educational zones selected for the study administered the instrument after permission was taken from the school authorities and the consent of the teachers were sought from the teacher. Google form online was used for the collection of data from the sample female teachers and students from the selected schools, the period of data collection lasted for two weeks. The data collected were analysed using descriptive statistic, mean score and standard deviation. Any response score with a mean from 3.00 and above was considered agreed and any response score with mean below 3.00 was considered disagreed.

Result

Answering Research Questions

Research Question One: What are the perspectives of female teachers on their role in the classroom for effective teaching and learning process in study area?

Table 1: *Perspectives of Female Teachers on their Role in the Classroom* N120

SN	Statement	Mean (X)	SD	Decision
1	Female teachers serve as role models for young girls, inspiring them to pursue education and achieve their goals	4.31	4.48	Agreed
2	Female teachers empower female students by providing them with the necessary skills and knowledge	3.75	1.05	Agreed
3	Female teachers are known for their excellent communication skills	3.68	1,07	Agreed
4	Female teachers encourage collaboration among students	3.49	1.18	Agreed
5	Female teachers motivate students to strive for excellence	3.79	1.01	Agreed
6	Female teachers help students develop critical thinking and problem-solving skills	3.61	0.93	Agreed
7	Female teachers serve as mentors to students	3.50	1.23	Agreed
8	Female teachers advocate for the rights and needs of their students	3.75	0.99	Agreed
9	Female teachers engage with the local community to create partnerships and opportunities for students to learn outside the classroom	3.45	1.01	Agreed
10	Female teachers provide emotional support to students	3.68	1.08	Agreed

Table 1 above shows perceptions of female teachers on their role in the classroom in secondary schools. From the analyses all the items are agreed to be the roles of female teachers in secondary because the mean of the response is above the criteria mean of 3.00. Teachers perceived that roles of female teachers in teaching and learning process include; they serve as role models for young girls; empower female students by providing them with the necessary skills and knowledge; motivate students to strive for excellence; serve as mentors to students; help students develop critical thinking and problem-solving skills, encourage collaboration among students and provide emotional support to students.

Research Question Two: How do students perceive the effectiveness of female teachers in secondary schools in Kano State?

Table 2: *Students Perception on Effectiveness of Female Teachers* N350

Sn	Statement	Mean (X)	SD	Decision
11	The female teachers in my school serve as role models	3.61	0.93	Agreed
12	The female teachers in my school empower students for active learning	3.57	0.98	Agreed
13	The female teachers in my school provide emotional support to students in learning.	3.45	1.09	Agreed
14	The female teachers in my school bring a unique creativity in learning	3.80	0.96	Agreed
15	The female teachers in my school motivate students to learning	3.96	0.911	Agreed
16	Female teachers help students develop problem-solving skills	3.70	0.89	Agreed
17	Female teachers serve as mentors to students in teaching and learning	3.56	0.79	Agreed
18	Female teachers advocate for the rights in teaching and learning.	3,60	0.93	Agreed

Table 2 above shows students perceptions on effectiveness of female teachers in secondary schools in the study area. From the analyses all the items are agreed to be the effectiveness of female teachers in secondary because the means of the response are above the criteria mean of 3.00. This mean that female teachers in the study area are effective because female teacher serve role models to students; empower students for active learning; bring a unique creativity in teaching and learning; she motivates students to learning; help students develop problem-solving skills; serve as mentors to students in teaching and learning and advocate for the rights in teaching and learning.

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Research Question Three: What are the challenges faced by female teachers in the teaching and learning process in Kano State?

Table 3: *Challenges Faced by Female Teachers in the Teaching and Learning Process N120*

Sn	Statement	Mean (X)	SD	Decision
19	Gender Discrimination	3.80	0.96	Agreed
20	Lack of Professional Development Opportunities	2.90	1.23	Disagreed
21	Limited Career Progression	2.59	1.19	Disagreed
22	lack the necessary support from school administrators	3.78	0.76	Agreed
23	Experiencing gender-based violence in the workplace	2.58	1.19	Disagreed
24	Female teachers struggle with managing students discipline issues	3.92	0.99	Agreed
25	Female teachers may have high workloads with large class sizes	3.89	0.97	Agreed

Table 3 above shows challenges faced by female teachers in teaching and learning process in secondary schools. From the analyses it was discovered that gender discrimination, lack the necessary support from school administrators, managing students discipline issues and high workloads with large class sizes are challenges facing female teachers in teaching and learning process in secondary schools in study area.

Discussion of the Findings

The study investigated impacts of female teachers on the teaching and learning process in secondary schools in Kano State, Nigeria. The study discovered that roles of female teachers in teaching and learning process include; female teachers serve as role models for young girls; empower female students by providing them with the necessary skills and knowledge; motivate students to strive for excellence; serve as mentors to students; help students develop critical thinking and problem-solving skills, encourage collaboration among students and provide emotional support to students. This agrees with Ibrahim (2021) who state that female teacher have the ability to serve as role models for young girls. In a society where traditional gender roles are still prevalent, having a female teacher in the classroom can inspire young girls to pursue their education and break gender stereotypes. Female teachers also serve as mentors and provide guidance to girls who may face societal and cultural challenges in pursuing their education. Also, in the same vain Musa (2022) stated that female teachers are known to be more caring and understanding towards their students, creating a supportive learning environment.

The study also discovered that female teachers in the study area are effective because female teacher serve role models to students; empower students for active learning; bring a unique creativity in teaching and learning; she motivates students to learning; help students develop problem-solving skills; serve as mentors to students in teaching and learning and advocate for the rights in teaching and learning. This finding is in agreement with Bello, (2020) who state that female teachers bring diverse skills and expertise to the teaching profession. They offer a variety of teaching styles and techniques that cater to the different learning needs of their students, resulting in a more effective teaching and learning process. Additionally, Bello further that female teacher is more likely to provide a supportive and nurturing learning environment, which has a positive impact on the academic performance of students.

Furthermore, it was discovered that gender discrimination, lack the necessary support from school administrators, managing students discipline issues and high workloads with large class sizes are challenges facing female teachers in teaching and learning process in secondary schools in study area. This finding agrees with Ibrahim (2021) who stated numerous challenges that hinder female teachers’ effectiveness include: societal norms, limited professional development opportunities and access to leadership positions. Ibrahim further stated that issues such as gender discrimination, inadequate resources, large class sizes, and insufficient training are challenges faced by female teachers in the classroom.

Conclusion

In conclusion, female teachers play a significant role in the teaching and learning process in secondary schools in Kano State, Nigeria. They serve as role models for students and contribute to improved educational outcomes. Female teachers also play a vital role in the teaching and learning process, bringing a unique set of skills and perspectives that benefit students in numerous ways. However, female teachers in Nigeria face numerous challenges in the teaching and learning process, which can impact their professional growth and well-being.

Recommendations

The following recommendations were made based on the finding of the study:

1. Policymakers, school administrators, and stakeholders in the education sector to address challenges of female teachers
2. Government, school administrators, and stakeholders in the education should create a supportive environment for female teachers to thrive and excel in their roles.
3. Female teachers should have access to training, workshop and conferences that will improve their roles in schools

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