



GENDER DIFFERENCES AND TEACHING EFFECTIVENESS AMONG PUBLIC SECONDARY SCHOOLS' TEACHERS IN SOUTHWEST, NIGERIA

BY

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Abstract

This study examined gender differences and teaching effectiveness among public secondary schools' teachers in Southwest, Nigeria. The study adopted the descriptive survey research design. The population comprised 117,990 public secondary school teachers in Southwest, Nigeria. A sample of 1,200 teachers were selected using a multistage sampling procedure, while 1,060 valid responses were retrieved and used for analysis. Two instruments used for data collection were School Climate and Conditions of Service Questionnaire (SCCSQ) and Teachers' Observation Scale (TOS). The instruments were validated by experts, with SCCSQ yielded a Cronbach Alpha reliability coefficient of 0.87. Data were analysed using mean, standard deviation, and the independent samples t-test at the 0.05 level of significance. The findings revealed that the level of teaching effectiveness among public secondary schools' teachers in Southwest, Nigeria was high. The study further found no significant differences between male and female teachers in instructional effectiveness, classroom management effectiveness, assessment and evaluation practices, professional commitment, and overall teacher effectiveness. It was therefore recommended that educational authorities should strengthen continuous professional development programmes and ensure equal opportunities for capacity building to further enhance teacher effectiveness irrespective of gender.

Keywords: Teacher effectiveness, Teaching, Gender differences, Instructional effectiveness, Classroom management, Professional commitment

Introduction

Teacher effectiveness is widely acknowledged as one of the most important determinants of students' academic achievement and the overall quality of education (Hattie, 2023). Effective teachers play a critical role in facilitating meaningful learning, developing students' cognitive and social skills, and ensuring the successful implementation of educational policies and curricula. Consequently, improving teacher effectiveness has remained a priority for educational systems across the world because the quality of teachers largely determines the quality of students' learning outcomes ((Darling-Hammond, 2021; Kraft, Blazar, & Hogan). Teacher effectiveness refers to the extent to which teachers successfully perform their instructional and professional responsibilities to facilitate students' learning and

development. It encompasses competencies such as lesson planning, subject matter mastery, instructional delivery, classroom management, communication skills, assessment and evaluation, and professional commitment (Stronge, 2018; Darling-Hammond, 2021). Effective teachers are expected to create conducive learning environments, motivate learners, employ appropriate instructional strategies, assess students objectively, and continuously improve their teaching practices through professional development (Kraft et al., 2020).

In Nigeria, teachers occupy a central position in achieving the objectives of secondary education because they are responsible for implementing the curriculum and preparing students for higher education, employment, and responsible citizenship. The National

Policy on Education emphasizes that no educational system can rise above the quality of its teachers, highlighting the importance of teacher effectiveness in improving educational outcomes (Federal Republic of Nigeria [FRN], 2014). Despite various initiatives aimed at improving teacher quality through recruitment, training, and professional development, concerns continue to exist regarding variations in teachers' effectiveness across public secondary schools (Aina & Adedola, 2022). Among the factors that have attracted considerable research attention in relation to teacher effectiveness is gender. Gender refers to the socially and culturally constructed roles, responsibilities, and expectations associated with males and females (Eagly & Wood, 2016). Within the educational context, gender has been investigated to determine whether male and female teachers differ in instructional competence, classroom management, communication, assessment practices, and professional commitment. While some studies reported that female teachers demonstrate stronger interpersonal relationships and classroom management skills, others found that male teachers exhibit comparable instructional competence. However, many recent studies have concluded that teacher effectiveness is influenced more by teachers' professional competence, experience, and continuous professional development than by gender (Kunig et al., 2020; Kim & Asbury, 2020).

The relationship between gender and teacher effectiveness has continued to generate mixed empirical findings. For instance, Kunig et al. (2020) found that teachers' instructional effectiveness depends primarily on pedagogical competence and professional preparation rather than gender. Similarly, Collie (2021) reported that professional commitment and teaching effectiveness are influenced more by supportive school environments, teacher motivation, and job satisfaction than by demographic characteristics. Conversely, some researchers have suggested that gender may influence specific aspects of classroom interaction and communication, although such

differences are generally small and inconsistent across educational settings (Kim & Asbury, 2020).

In Southwest Nigeria, public secondary schools continue to play a significant role in preparing students for national examinations and higher education. Although governments and educational stakeholders have invested in teacher development programmes to improve instructional quality, there is limited empirical evidence regarding whether male and female teachers differ significantly in their effectiveness. Most existing studies have focused on factors such as teacher qualification, motivation, school climate, leadership practices, and professional development, while relatively few have examined teacher effectiveness from a gender perspective. Consequently, there is a need to provide empirical evidence that would clarify whether gender contributes to differences in teaching effectiveness among public secondary schools' teachers in Southwest Nigeria. It is against this background that this study examined gender differences in teaching effectiveness among public secondary schools' teachers in Southwest, Nigeria.

Statement of the Problem

Teacher effectiveness is essential for achieving educational goals and improving students' learning outcomes in secondary schools. Effective teachers are expected to demonstrate sound instructional skills, effective classroom management, fair assessment practices, professionalism, and commitment to their responsibilities. Despite various government interventions such as teacher recruitment, professional development programmes, and performance appraisal systems, variations in teacher effectiveness continue to exist in public secondary schools in Nigeria, suggesting that certain factors may influence teachers' performance.

One factor that has attracted research attention is gender. Although male and female teachers receive similar professional training and perform comparable instructional responsibilities, previous studies have reported

conflicting findings regarding the influence of gender on teaching effectiveness. While some studies found significant gender differences in instructional practices and classroom management, others concluded that teacher effectiveness is determined more by professional competence and experience than by gender. These inconsistent findings make the issue inconclusive.

In Southwest, Nigeria, limited empirical evidence seem to exists on gender differences in teacher effectiveness among public secondary school teachers. Most previous studies have focused on variables such as teacher qualification, motivation, school climate, and professional development, with little attention given to gender. It was against this background that this study examined gender differences in teacher effectiveness among public secondary school teachers in Southwest, Nigeria.

Purpose of the Study

The main objective of this study is to examine gender differences and teaching effectiveness among public secondary schools' teachers in Southwest, Nigeria.

The specific objectives are to:

- i. determine the level of teacher effectiveness among public secondary school teachers in Southwest, Nigeria;
- ii. examine whether there is a significant difference in the instructional effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria;
- iii. determine whether there is a significant difference in the classroom management effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria;
- iv. examine whether there is a significant difference in the assessment and evaluation practices of male and female teachers in public secondary schools in Southwest, Nigeria;
- v. determine whether there is a significant difference in the professional commitment of male and

- female teachers in public secondary schools in Southwest, Nigeria; and
- vi. determine whether there is a significant difference in the overall teacher effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Research Questions

The following research question was raised to guide this study:

1. What is the level of teaching effectiveness among public secondary school teachers in Southwest, Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide this study:

1. There is no significant difference in the instructional effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.
2. There is no significant difference in the classroom management effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.
3. There is no significant difference in the assessment and evaluation practices of male and female teachers in public secondary schools in Southwest, Nigeria.
4. There is no significant difference in the professional commitment of male and female teachers in public secondary schools in Southwest, Nigeria.
5. There is no significant difference in the overall teaching effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Methodology

The descriptive survey research design was adopted for this study. The population of the study consisted of all the 117,990 teachers

(male and female) teaching in public secondary schools in Southwest, Nigeria. The sample of this study consisted of 1200 teachers who were selected from the secondary schools in Southwest, Nigeria using multistage sampling procedure. The first stage involved the use of a simple random sampling technique to select three states from six states that made up Southwest, Nigeria. At the second stage, simple random sampling technique was used to select two Local Government Areas (LGAs) in each of Ekiti, Oyo and Ogun states to make it a total of six LGAs. The third stage involved the use of stratified random sampling technique to select four schools in each of the six LGAs putting into consideration location of the secondary schools. Two schools each were selected from the urban and rural areas in each of the selected LGAs to make it a total of 24 schools. In the selection of the HODs, an HOD was selected from each of the schools selected to make it a total of 24 HODs. The last stage involved the use of proportionate sampling technique to select the teachers from each of 277 students in Ekiti state, 575 students in Oyo state and 348 students in Ogun state putting into consideration the number of LGAs in each state (16 in Ekiti, 33 in Oyo and 20 in Ogun) to make it a total of 1200 teachers. Two researcher-developed instruments were used for data collection: the School Climate and Conditions of Service Questionnaire (SCCSQ) and the Teachers' Observation Scale (TOS). The SCCSQ comprised three sections: Section A collected respondents' demographic information, Section B contained 18 items on school climate, and Section C consisted of 17 items on teachers' conditions of service, with responses rated on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The TOS consisted of two sections: Section A obtained teachers' demographic information, while Section B contained 30 items assessing teacher effectiveness, rated on a 5-point Likert scale ranging from Excellent (5) to Poor (1). The

TOS was completed by the respective Heads of Department (HODs) to evaluate the effectiveness of the teachers. The face and content validity of the instruments were established by experts in Educational Management, Tests, Measurement and Evaluation, and the researcher's supervisor at the Faculty of Education, Ekiti State University, Ado-Ekiti. They examined the instruments for clarity, appropriateness of language, relevance, representativeness, and alignment of the items with the study variables. Their observations and recommendations were incorporated into the final versions of the instruments to ensure that they adequately measured the intended constructs. The reliability of the School Climate and Conditions of Service Questionnaire (SCCSQ) was established using the Cronbach Alpha method. The instrument was pilot-tested on 40 respondents outside the sampled states, yielding a reliability coefficient of 0.87, indicating good internal consistency. The Teachers' Observation Scale (TOS) was not subjected to reliability testing because it was an observation rating scale. The researcher, with the assistance of one research assistant in each selected school, administered the instruments to the respondents. Necessary explanations were provided where required, and the completed instruments were collected immediately after administration. Out of the 1,200 questionnaires distributed, 1,060 were properly completed and retrieved, representing a response rate of 88.33%. Data were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research question, while the independent samples t-test was used to test the five null hypotheses at the 0.05 level of significance.

Results

Research Question 1: What is the level of teaching effectiveness among public secondary school teachers in Southwest, Nigeria?

Table 1: Mean and Standard Deviation on the Level of Teacher Effectiveness among Public Secondary School Teachers in Southwest, Nigeria (N = 1,060)

S/N	Teacher Effectiveness Items	Mean	SD	Remark
1	Teachers prepare adequately for classroom instruction.	4.12	0.71	High
2	Teachers demonstrate adequate mastery of subject matter.	4.18	0.68	High
3	Teachers use appropriate teaching methods during instruction.	4.05	0.74	High
4	Teachers manage the classroom effectively.	4.10	0.70	High
5	Teachers communicate ideas clearly to students.	4.16	0.69	High
6	Teachers assess students objectively and fairly.	4.08	0.73	High
7	Teachers provide timely feedback on students' performance.	3.98	0.76	High
8	Teachers motivate students to participate actively in learning.	4.14	0.72	High
9	Teachers maintain professionalism in carrying out their duties.	4.22	0.65	High
10	Teachers demonstrate commitment to students' academic success.	4.19	0.67	High
	Grand Mean	4.12	0.71	High

Table 1 showed that the item with the highest mean score was "Teachers maintain professionalism in carrying out their duties" (Mean = 4.22, SD = 0.65), followed by "Teachers demonstrate commitment to students' academic success" (Mean = 4.19, SD = 0.67) and "Teachers demonstrate adequate mastery of subject matter" (Mean = 4.18, SD = 0.68). The lowest mean score was recorded for "Teachers provide timely feedback on students' performance" (Mean =

3.98, SD = 0.76), although it was also rated high. The overall grand mean of 4.12 with a standard deviation of 0.71 indicates that teacher effectiveness among public secondary school teachers in Southwest, Nigeria is generally high.

Hypothesis 1: There is no significant difference in the instructional effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Table 2: t-test summary on instructional effectiveness of male and female teachers in public secondary schools

Gender	N	Mean	SD	df	t	p
Male	602	4.14	0.58	1058	0.82	0.412
Female	458	4.11	0.61			

$p > 0.05$ (not Significant)

Table 2 showed that $t = 0.82$; $p = 0.412 > 0.05$. Since the p-value is greater than 0.05, the null hypothesis was not rejected. This implies that there was no significant difference in the instructional effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Hypothesis 2: There is no significant difference in the classroom management effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Table 3: t-test summary on classroom management effectiveness of male and female teachers in public secondary schools

Gender	N	Mean	SD	df	t	p
Male	602	4.09	0.60	1058	0.56	0.576
Female	458	4.07	0.63			

$p > 0.05$ (not Significant)

Table 3 showed that $t = 0.56$; $p = 0.576 > 0.05$. Since the p-value is greater than 0.05, the null hypothesis was not rejected. This implies that there was no significant difference in the classroom management effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

Table 4: t-test summary on assessment and evaluation practices of male and female teachers in public secondary schools

Gender	N	Mean	SD	df	t	p
Male	602	4.06	0.59	1058	0.79	0.430
Female	458	4.03	0.62			

$p > 0.05$ (not Significant)

Table 4 showed that $t = 0.79$; $p = 0.430 > 0.05$. Since the p-value is greater than 0.05, the null hypothesis was not rejected. This implies that there was no significant difference in the assessment and evaluation practices of male and female teachers in

Hypothesis 3: There is no significant difference in the assessment and evaluation practices of male and female teachers in public secondary schools in Southwest, Nigeria.

public secondary schools in Southwest, Nigeria.

Hypothesis 4: There is no significant difference in the professional commitment of male and female teachers in public secondary schools in Southwest, Nigeria.

Table 5: t-test summary on the professional commitment of male and female teachers in public secondary schools

Gender	N	Mean	SD	df	t	p
Male	602	4.20	0.57	1058	0.84	0.401
Female	458	4.17	0.60			

$p > 0.05$ (not Significant)

Table 5 showed that $t = 0.84$; $p = 0.401 > 0.05$. Since the p-value is greater than 0.05, the null hypothesis was not rejected. This implies that there was no significant difference in the professional commitment of male and female teachers in public secondary schools in Southwest, Nigeria.

Table 6: t-test summary on the overall teacher effectiveness of male and female teachers in public secondary schools

Gender	N	Mean	SD	df	t	p
Male	602	4.12	0.56	1058	0.61	0.542
Female	458	4.10	0.58			

$p > 0.05$ (not Significant)

Table 6 showed that $t = 0.61$; $p = 0.542 > 0.05$. Since the p-value is greater than 0.05, the null hypothesis was not rejected. This implies that there was no significant difference in the overall teacher effectiveness

Hypothesis 5: There is no significant difference in the overall teacher effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria.

of male and female teachers in public secondary schools in Southwest, Nigeria.

Discussion

The study found that the level of teaching effectiveness among public secondary schools' teachers in Southwest, Nigeria was high. This

indicates that teachers effectively performed their responsibilities in lesson preparation, subject matter mastery, instructional delivery, classroom management, communication, assessment, professionalism, and commitment to students' academic success. The finding suggests that teachers possess the pedagogical competence and professional skills required to promote quality teaching and learning. This finding is consistent with Kraft, Blazar, and Hogan (2020), who reported that teachers' instructional quality and professional competence significantly enhance students' academic achievement. The finding also agrees with Kim and Asbury (2020), who found that effective teachers demonstrate adaptability, sound instructional practices, and strong professional commitment in carrying out their teaching responsibilities.

The study revealed that there was no significant difference in the instructional effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria. This implies that both male and female teachers possess similar instructional competencies and are equally capable of planning and delivering effective classroom instruction. The finding suggests that instructional effectiveness depends more on teachers' professional knowledge, pedagogical skills, and teaching experience than on gender. This finding is consistent with Kunig et al. (2020), who found that teachers' instructional quality is influenced primarily by professional competence rather than demographic characteristics. Similarly, Kraft et al. (2021) reported that teachers' effectiveness is largely determined by instructional expertise, classroom practices, and continuous professional learning irrespective of gender.

The finding showed that there was no significant difference in the classroom management effectiveness of male and female teachers. This indicates that both male and female teachers possess comparable abilities to maintain discipline, organize classroom activities, and create conducive learning environments. The finding agrees with Kunig et al. (2020), who observed that effective

classroom management is associated with teachers' pedagogical competence and classroom experience rather than gender. It also corroborates the finding of Collie (2021) that teachers who possess strong professional competence are more effective in managing classroom behaviour and promoting positive learning environments regardless of gender.

The study found no significant difference in the assessment and evaluation practices of male and female teachers. This suggests that both male and female teachers apply similar approaches in assessing students' learning and evaluating academic performance. The finding implies that assessment practices are influenced more by teachers' professional competence than by gender. This finding supports Yan, Cheng, and Mo (2021), who reported that teachers' assessment literacy significantly influences the quality of classroom assessment irrespective of gender. Similarly, DeLuca, Coombs, and LaPointe-McEwan (2020) found that teachers' competence in assessment depends largely on professional training and experience rather than demographic characteristics.

The study further revealed that there was no significant difference in the professional commitment of male and female teachers in public secondary schools. This implies that both male and female teachers demonstrate similar levels of dedication to their professional responsibilities and students' academic success. The finding is consistent with Collie (2021), who found that teachers' professional commitment is influenced more by job satisfaction, school support, and working conditions than by gender. Likewise, Kim and Asbury (2020) reported that committed teachers maintain high professional standards and continue to perform effectively despite workplace challenges.

The study established that there was no significant difference in the overall teacher effectiveness of male and female teachers in public secondary schools in Southwest, Nigeria. This implies that gender does not significantly influence teachers' effectiveness in carrying out their instructional and

professional responsibilities. The finding suggests that teacher effectiveness is primarily determined by professional competence, experience, and commitment rather than gender. This finding agrees with Kraft et al. (2021), who concluded that teachers' effectiveness is largely explained by instructional quality, professional knowledge, and classroom practices. It also corroborates Kim and Asbury (2020), who found that teachers' ability to support students' learning depends on their professional competence and commitment rather than whether they are male or female. Therefore, improving teacher effectiveness should focus on enhancing teachers' professional development, pedagogical skills, and supportive working conditions for all teachers irrespective of gender.

Conclusion

Based on the findings of this study, it was concluded that public secondary school teachers in Southwest, Nigeria demonstrate a high level of teaching effectiveness in terms of instructional delivery, classroom management, assessment and evaluation practices, professional commitment, and overall performance. The study further concluded that gender does not significantly influence teacher effectiveness, as no significant differences were found between male and female teachers across the dimensions of instructional effectiveness, classroom management effectiveness, assessment and evaluation practices, professional commitment, and overall teacher effectiveness. Therefore, teacher effectiveness is determined more by teachers' professional competence, pedagogical skills, and commitment to their responsibilities than by gender. Consequently, efforts aimed at improving the quality of teaching in public secondary schools should focus on strengthening teachers' professional development, enhancing instructional capacity, and providing supportive working conditions for all teachers irrespective of gender.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational authorities should continue to organize regular professional development programmes, workshops, and in-service training to enhance teachers' instructional competence, classroom management skills, assessment practices, and professional commitment.
2. School administrators should provide supportive and enabling working environments that encourage teachers to maintain high standards of professionalism and effectiveness in the discharge of their responsibilities.
3. Teacher education institutions should strengthen pre-service and in-service teacher preparation programmes by emphasizing practical pedagogical skills, classroom management, and assessment literacy for both male and female teachers.
4. Government and relevant stakeholders should ensure equitable access to instructional resources, teaching facilities, and continuous professional development opportunities for all teachers irrespective of gender.
5. Teachers should continually update their pedagogical knowledge and instructional skills through lifelong learning, professional collaboration, and participation in capacity-building programmes to sustain and improve their effectiveness.

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