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Assessment of Teachers' Awareness and Application of Self-Directed Learning in Nursery And Primary Schools In Kwara State

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Abstract: This study investigated teachers' level of awareness of self-directed learning in the nursery and primary schools in Kwara State. Also, it examined the extent of application of self-directed learning in schools in the State. Furthermore it investigated the relationship between teachers' level of awareness and application of self-directed learning and finally, the challenges involved in the application of self-directed learning in nursery and primary schools. The study employed the survey design. The population of the study comprised nursery and primary school teachers in Kwara state. Two Local Government Areas (L.G.As) were selected from each of the three senatorial districts in the state using simple random sampling technique making a total of six LGAs. Five schools were selected from each of the six LGAs using stratified sampling technique with school type for stratification to make a total of 30 schools. Ten teachers were selected from each of the 30 schools using random sampling technique to make a total of 300. Two research instruments were employed in the study namely: 'Teacher's Self-Directed Learning Awareness Questionnaire' (TSLDAQ) and "Teachers Application of Self-Directed Learning Observation Schedule" (TASDLO), Data collected were analyzed using descriptive and chi-square statistics.The results revealed that most teachers in nursery and primary schools in Kwarastate had a moderate level of awareness of self-directed learning (78.3%), the result also showed that most of the teachers applied self-directed learning to a moderate or appreciable level (71.3%). In addition, there is no significant relationship between teachers awareness and their application of self-directed learning($\chi^2 = 8.666$; $P < 0.05$ level of significance). Lastly, the results revealed the major challenges involved in the application of self-directed learning such as lack of conductive learning environment, non-availability of teaching resources, teachers' inadequate skills in classroom management, class size with Relative Significant Index (RSI) as 0.89, 0.79, 0.77, 0.75 and 0.73 respectively. Thestudyconcluded that self-directed learning strategy is moderately but not well understood and fully applied in nursery and primary schools in Kwara State.

Keywords: Self-directed learning, teachers' awareness, nursery and primary school, kwara state.

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I. INTRODUCTION

The concept "Self-directed Learning" refers to as a learning strategy in which the responsibility to learn, the choice of learning materials , methodology and the medium for learning as well as the means through which learning is evaluated are determined by the learner. The young learner is free to choose the toys or resources materials which he or she intends to learn with . Also, the learner does self-management, ensures that his or her time is used positively to learn.

In the traditional African society, before the advent of western education, before the advent of western education, the Nigerian child was educated in the indigenous or traditional way. The traditional form of education was not formally structured. The child learned informally through unstructured play, singing songs, engaging in native dances, observing nature and experiencing it directly in their own way and according to their desire. The traditional form of education allowed the African child to choose his or her play, play materials and embark on play with or without the support of a significant other. Much of their play and learning was self-directed.

On the advent of the western form of education, the informal way of teaching, training and educating the children gave way to a formal and more structured form of education – the school system. In this system of education, there are classrooms, curriculum of study, teachers prepared learning resources and environment. Learning and even method of evaluation were all formal. All these have to be directed by the teachers, who were seen then as the alpha and omega of learning activities in the class. In other words, it is the teacher, who

formulates the objective for learning, chose the content to be imparted and as well determined the method of evaluating learning in the children. Indeed, the teacher did all the choosing on behalf of the children (learners). The children merely receive from the teacher as if they are robots. They had no choice. School programmes were fashioned towards these patterns, a programme in which the learners have a little or no say in their learning and development.

The formulating of school programmes in this manner was based on the feelings that children cannot make reasonable choices orengage in plays which could bring about meaningful learning and development. However the young school learner in the actual fact, can act alone, make choice and take up certain responsibility with some inputs and control of a designated 'elder'. He can engage in self-directed learning (Kazeem, 2005).

Human beings as a creature should not be viewed as one who is completely controlled by circumstance around him. He /she has the wherewithal to influence his/her environment and can make choices and bring about changes in this environment. As a result, any instructional plan which does not give room for learners to make choices and decide on what they like or want to do as individuals seems to be inadequate for their proper development and learning.

According to Berk (2008) quoting Erickson (1963) the early childhood is a period of vigorous unfolding". It is a state in which children have sense of autonomy and become less contrary than they were as toddlers. Their energies are released for tackling the psychological conflict of the pre-school years. At the early childhood stage, the young children have a sense of purposefulness. They are eager to tackle new tasks, join in doing activities with their peers and discover that they can do a lot of things with the help of adults.

Erickson (1963) added that between the ages of 1 – 3 years, children seek to be autonomous, want to choose and decide for themselves because of the increased mental and motor skills which they have developed. He advised the trainers of children to foster autonomy in the children by permitting reasonable free choice and not force the child to agree with their own choice since this may lead the child to develop a sense of shame.

In another development, Beith, Tassoni, , Bulman,. and Robinson,. (2008) posited that the major function of the early childhood teacher is to support children and young people's play. Earlier on, they explained that play is very important in the development of children that most of the children's learning are done through play. They added that the children should be involved in making decisions about their learning and concluded that it is important that "children and young people's play should be self-directed and focused on their needs (p. 245). They warned that the children should however not learn in a self-directed way which would infringe on the rights of other children.

While explaining the concept of play, Smidt (2009) observed that play is another word for learning in the world of the children. He opined that in the western nations, children's play (learning) is self-chosen and that this allows the child to follow her own agenda in order to address her needs and interests. She concluded that real play occurs when a child is allowed to freely choose what play he desires, and by extension, what learning he/she desires, and involves himself or herself in it with no compulsion from the adults.

The call for self-directed learning is not new, as early as the days of Jean Jacques Rousseau and Maria Montessori; the western educators have supported self-directed learning.The pioneers of Early Childhood Education such as Rousseau and Montessori have encouraged self-selection of learning materials for the pre-school children. They added that the idea of self-directed learning is highly considered in modern school practice, because the self-selection of learning materials by children they added fosters independence and builds within the child a sense of responsibility for making personal decisions.(Rousseau, 2015 & Montessori, 2015)

The issue of self-directed learning tends not to be foreign in Africa schools today. Madrasa Resources Centre, (2000) explained that in order for children to learn actively children should be given opportunity to choose the materials they want to use to play. They need to be given opportunities to set their own goals to select-materials and activities (p.36)

The issue of teacher's awareness is central to this study. Before a teacher would be able to implement a teaching methodology or strategy, he does not only need to be aware of the central meaning of the concept , but also, he or she must be able to use it effectively before the learners would be able to benefit maximally from the teacher's effort at facilitating learning. The less the awareness soft eh teacher, the les s the learners would be able to benefit from the teacher's teaching, and so, the less the quantity of what the learners can learn while the more enlightened or the higher the level of awareness of the teacher the greater the benefit which the learners are likely going to obtain from the teaching learning situation.

In view of the above, it would not be a waste of efforts to verify if the teachers who teach children in nursery and primary schools in Nigeria, and specifically in KwaraState understand the concept of self-directed learning and employ it in facilitating learning in children in their respective schools. That is the central focus of this study.

II. STATEMENT OF THE PROBLEM

In real life situations especially in the adolescence and adulthood stage, human activities are self-directed. The individual beings have freedom to make choices and make decisions about many things. These include there choice of courses, life career, future partners, jobs and so on. It then means that the individual beings would need to learn to make intelligent choices, in order to be successful. In the formal school setting in many African countries, however, teaching and learning is to a large extent dictated by the teacher and not the learners. The learners are not free to decide on what they want to learn, the toys or resource materials they prefer to play with, the type of play (learning) they want to engage in, and so on. Yet the children are being educated to be successful in adult life. If the children are educated in order to make choices in the future, the necessity then arises to examine whether or not young school children are taught and led to be self-directed in adulthood by their teachers, hence this study.

Purpose of the Study

The objectives of the study are to.

i. Investigate teachers' level of awareness of self-directed learning in nursery and primary schools in Kwara State;
ii. Examine the extent of application of self-directed learning in the schools in the State;
iii. Determine the relationship between teachers' level of awareness and application of self-directed learning in the study area; and
iv. Investigate the challenges involved in the application of self-directed learning in the study area.

Research Questions

The study provided answers to the following questions:

i. What is the teachers' level of awareness of self-directed learning in nursery and primary schools in Kwara State?
ii. What is the extent of application of self-directed learning in the schools in the state?
iii. What are the challenges involved in the application of self-directed learning in Kwara State?And

Hypothesis

i. There is no significant relationship between teachers' level of awareness and the application of self-directed learning.

III. METHODOLOGY

The study adopted the survey design and used observation techniques to collect information on extent of use of self-directed learning by the teachers..A survey research is defined as a method of sociological investigation that uses questions based or statistical survey to collect information about how people think and act (Business Dictionary, 2014). The choice of the survey research design was suitable because it allows a portion of the population to be studied in a large population to be studied in a large population and the findings can be used to understand certain characteristics of the whole population.

The population for the study comprised all the teachers in nursery and primary schools in Kwara State.. Two Local Government Areas (LGAs) was selected from each of the threesenatorial districts in Kwara State using simple random sampling technique making a total of six LGAs. Five schools were selected from each of the six LGAs using stratified sampling techniques with private/ public school2 type for stratification to make a total of 30 schools. Ten teachers was selected from each of the 30 schools using random sampling technique to make a total of 300.

Two researchers –made research instruments were employed in this study namely: teacher's self-directed learning Awareness Questionnaire (TSDLAQ) which was used to collect information from the teachers on their level of awareness of self-directed learning.Teachers Application of Self-Directed Learning Observation Schedule (TASDLO), which was used to collect information on teachers' ability to teacher applying self-directed learning skills.

The first, researcher instrument; Teachers self-Directed learning Awareness Questionnaire was a researcher–designed set of questionnaire. It is sub-divided into three sections, section A, B and C. Section "A" was meant to obtained general background information from the respondents. Such background information includes age, gender, religion, level of education, teaching experience and teaching nursery and primary teacher. Section "B" contain items which seeks to assess the level of awareness of self-Directed Learning. The items were 15 in number while section C is a 13 items question which sought to obtain responses on the challenges that hinder the application of self-Directed learning in nursery and primary schools.

The questionnaire was designed after the pattern of Likert scales: with Strongly Disagree (SD) Agree (A), disagree (D) and Strongly disagree (SD) Respondents Ticked the options they considered appropriate.

The second instrument was an observation schedule entitled teacher Application o Self-Directed Learning Observation Schedule (TASDLO).It has two sections .Section A and B .Section "A" also seeks to obtain socio-demographic information on the children educators. Such information include name of school, ownership, gender of teachers, Age ,religion, Marital status ,educational qualification, years of working experience and position in the centre .Section B is a 16 items rating scale, which was scaled from 5 to 1 . Five (5) means extremely Awareness 4 means moderately aware; 3 means somewhat Awareness; 2 means slightly Awareness while 1 means Not at all Awareness it is. The instrument was used to assess the extent of application of self-directed learning in the classroom setting by observing the teacher while he taught for at least 25 to 30, minutes.

To ensure the validity of the instruments used for the study, efforts were made to ensure that the research questions for the study have direct bearing with the objectives of the study. Also the instruments were carefully framed to serve the purpose of the questions. The questionnaire and observation schedule were also presented to experts in the field for proper scrutiny. The perception of the supervisor on the instrument was also implemented. Also, the first draft of the instruments were pre-tested and pre-viewed on the field to ascertain their validity. All comments, suggestions and corrections were effected after the pre-test.

Concerning the reliability of the instrument, internal consistency approaches was adopted. The Cronbach alpha reliability estimates were obtained from the SPSS 17 software.

The reliability statistics obtained on ten first 15 items on the Teachers self –directed learning awareness questionnaires was 0.790 while of then reliability estimate of the 13 items on the challenges hindering the application of self-directed learning subscale was given as 0.755. The reliability statistics obtained on the 28 items of the Teacher Application of Self-Directed Learning Observation Schedule (TADSLO) was 0.858, while the reliability Statistics on the 16 items of TADSLO was 0.765

The questionnaire and observation schedule were administered to the respondents by the researcher.The questionnaire used to collect data for this study was personally administered to children educators in the sample schools. The purpose of the questionnaire were carefully explained to the respondents. They were allowed to respond to the questionnaire items and the researcher collected returned to each of the school the second day and collected the questionnaire materials back.

The observation schedule was taken to the classroom of each of the sample teacher. They allowed the researcher to observe then while each of them taught a lesson and the researcher while observing the elements of self-directed learning in their teaching and did the rating accordingly.

Data collected were analyzed using qualitative and qualitative techniques. The data were as well analyzed using descriptive statistics such as simple arithmetic percentages, tables and frequency counts. The chi-square data analysis technique was used to determine the relationship between teachers Awareness and the application of self-directed learning.

IV. RESULTS AND DISCUSSION

Results

Research Question 1: What is the teachers' level of awareness of self-directed learning in nursery and primary schools in Kwara State?

Table 1: Levels of Awareness of Self-DirectedLearning in Nursery and Primary schools in Kwara State

Teachers' Levels of Awareness	**Frequency (f)**	**Percent (%)**
Low	35	11.7
Moderate	235	78.3
High	30	10.0
Total	**300**	**100.0**

Table 1. shows teachers' levels of awareness of self-directed learning in nursery and primary schools in Kwara State. As indicated in the above table, it can be observed that 11.7% of the teachers teaching in nursery and primary schools in Kwara State had low level of awareness of self-directed learning. Also, while the majority (78.3%) of the teachers had moderate level of awareness, 10.0% of them were found among those with high level of awareness. This result concludes that most of the teachers teaching in nursery and primary schools in Kwara State had moderate level of awareness of self-directed learning.

Research Question 2: To what extent do teachers in nursery and primary schools in Kwara State apply self-directed learning in their classroom teaching?

Table 2: Extent of Teacher's Application of Self-Directed Learning in Nursery and Primary schools in Kwara State

Extent of Application	**Frequency (f)**	**Percent (%)**
Low	43	14.3
Moderate/Appreciable	214	71.3
Great/High	43	14.3
Total	**300**	**100.0**

Table 2: shows the extent to which teachers in nursery and primary schools in Kwara State apply the knowledge of self-directed learning in their classroom teaching. It can be observed that 14.3% of the teachers in nursery and primary schools in Kwara State applied self-directed learning skill to a low extent, 71.3% of the teachers applied this skill to a moderate or appreciable extent while 14.3% of the teachers applied self-directed learning skill to a great or high extent. There is an indication from this result that most of the teachers teaching in nursery and primary schools in Kwara State applied self-directed learning skill to a moderate or appreciable extent.

Research Question 3: What are the challenges involved in the application of self-directed learning in the nursery and primary schools in Kwara State?

Table 3: Challenges Involved in the Application of Self-Directed Learning in the Nursery and Primary Schools in Kwara State.

S/N	**Items**	**SA**		**A**		**D**		**SD**		**RSI**	**RANK**
		f	**%**	**F**	**%**	**f**	**%**	**F**	**%**		
1	Lack of conducive learning environment.	208	69.3	64	21.3	11	3.7	17	5.7	0.89	1
2	Large class size	100	33.3	107	35.7	65	21.7	28	9.3	0.73	5
3	Teacher's inadequate skills in classroom management.	118	39.3	110	36.7	46	15.3	26	8.7	0.77	3
4	Parental level of education	83	27.7	102	34.0	54	18.0	61	20.3	0.67	12
5	Management style of the school leadership.	92	30.7	145	48.3	36	12.0	27	9.0	0.75	4
6	Time allocated for the subject/topic	71	23.7	125	41.7	64	21.3	40	13.3	0.69	11
7	The nature of the subject taught by the teacher	90	30.0	111	37.0	42	14.0	57	19.0	0.70	10
8	Teaching approach adopted by the teacher	99	33.0	106	35.3	59	19.7	36	12.0	0.72	6
9	Pupil's level of intelligence	98	32.7	122	40.7	28	9.3	52	17.3	0.72	6
10	Availability of teaching/learning resources	150	50.0	78	26.0	38	12.7	34	11.3	0.79	2
11	Pupil's personality	96	32.0	104	34.7	67	22.3	33	11.0	0.72	6
12	Level of parental support at home	70	23.3	106	35.3	68	22.7	56	18.7	0.66	13
13	Pupil's state of health.	115	38.3	70	23.3	61	20.3	54	18.0	0.71	9

Table 3 shows challenges hindering the application of self-directed learning in nursery and primary schools in Kwara State. As indicated by the respondents, lack of conducive learning environment is identified as the foremost challenge hindering the application of self-directed learning in nursery and primary schools in Kwara State. This challenge has the highest Relative Significant Index (RSI) value of 0.89 and ranked 1st among other challenges. In addition, 69.3% and 21.3% of the teachers respectively strongly agree and agree to the fact that lack of conducive learning environment hindered the application of self-directed learning in nursery and primary schools in Kwara State. However, 3.7% and 5.7% of the teachers disagree and strongly disagree. Next in rank is non- availability of teaching/learning resources with respective RSI and rank values of 0.79 and 2. While 50.0% and 26.0% of the teachers respectively strongly agree and agree, 12.7% and 11.3% of them

disagree and strongly disagree that non- availability of teaching/learning resources hindered the application of self-directed learning in nursery and primary schools. What were considered as the third challenge hindered the application of self-directed learning in nursery and primary schools is teacher's inadequate skills in classroom management with respective RSI and rank values of 0.77 and 3. Also, 39.3% and 36.7% of the teachers respectively strongly agree and agree, whereas, 15.3% and 8.7% of them disagree and strongly disagree. Management style of the school leadership is ranked fourth with RSI value of 0.75. It was also found that 30.7% and 48.3% of the teachers strongly agree and agree respectively while 12.0% and 9.0% of the teachers disagree and strongly disagree. Large class size took fifth rank position among challenges hindering the application of self-directed learning in nursery and primary schools. As also indicated in the table, 33.3% and 35.7% of the teachers strongly agree and agree respectively while 21.7% and 9.3% of the teachers disagree and strongly disagree.

Other challenges hindering the application of self-directed learning in nursery and primary schools in Kwara State with their respective RSI and rank values include: Teaching approach adopted by the teacher (0.72; **6**); Pupil's level of intelligence (0.72; **6**); Pupil's personality (0.72; **6**); Pupil's state of health (0.71; **9**); The nature of the subject taught by the teacher (0.70; **10**); Time allocated for the subject/topic (0.69; **11**); Parental level of education (0.67; **12)** while level of parental support at home is considered as the least challenge hindering the application of self-directed learning in nursery and primary schools with RSI and rank values of 0.66 and 13. The five major challenges hindering the application of self-directed learning in nursery and primary schools in Kwara State are lack of conducive learning environment; non- availability of teaching/learning resources; teacher's inadequate skills in classroom management; management style of the school leadership; and large class size.

Hypothesis: There is no significant relationship between teachers' level of awareness and application of self-directed learning.

Table 4: Chi-Square test of relationship between Teachers' Level of Awareness and Application of Self-Directed Learning

	Extent of Application						
Levels of Awareness	Low	Appreciable	Great	Total	χ^2	**df**	**p**
Low	3(1.0%)	24(8.0%)	8(2.7%)	35(11.7%)	8.666	4	.070
Moderate	39(13.0%)	168(56.0%)	28(9.3%)	235(78.3%)			
High	1(.3%)	22(7.3%)	7(2.3%)	30(10.0%)			
Total	**43(14.3%)**	**214(71.3%)**	**43(14.3%)**	**300(100.0%)**			

Table 4 shows the relationship between relationship between teachers' level of awareness and application of self-directed learning. It can be observed that a Chi-square test indicated a non-significant relationship between teachers' level of awareness and application of self-directed learning, χ^2 (n = 300) = 8.666, df = 4, p = .070. Since the p-value is greater than .05 thresholds, we therefore fail to reject the stated null hypothesis. This result concludes that there is no significant relationship between teachers' level of awareness and application of self-directed learning.

V. DISCUSSION OF FINDINGS

On the teachers' level of awareness in self-directed learning in the study area,the result showed that the teacher teaching in the nursery schools in Kwara state had moderate level of awareness of self-directed learning concerning the extent of application of self-directed learning in the school in the state, the result shows that most of the teachers teaching in nursery and primary school had a moderate level of awareness of self-directed learning on the relationship between the teachers' level of awareness and application of self-directed learning in the study area, there is an indication from the result of the study that most of the teachers teaching in nursery and primary school in Kwara state applied self directed learning scale to a moderate level. This is in line with the findings of Abdullah (2007) and who discovered that although self-directed/learners, nowadays the use has spread to the elementary and secondary school. Indeed, this finding negate the earlier opinion of the researcher who felt that self-directed learning strategy was likely to be new to the nursery and primary school teachers.

The findings here showed that the teachers in the nursery and primary schools are quite aware of self-directed learning as a strategy for facilitating learning in children. This agrees with the views of Abdullahi (2007) who posited that nowadays self-directed learning is no longer new in elementary and secondary schools. This view is also corroborated by the study of Damayanti (1994) who found a positive correlation between self-directed learning and grade point average and that of Haggerty (2000) who studied some biology students and

found a positive relationship between self-directed learning and achievement in school. This study is also in line with the assertion of Guglielmino (2014) in her work "self-directed learning in the 21st century: what research says" in which she stated that "today, educators are preparing learners we cannot even predict, and self-directed learning has become an essential foundation for 21st century learners."From elementary schools to universities and from training and development offerings to corporate universities, developing self-direction in learning is now recognized as a major purpose of education.

This study also falls in line with the study of Postner(1990), who did a cross-sectional study in an alternative high school and reported higher levels of self-directed learning among those who have completed more major independent learning projects, use of technology. After participating in a web-based tutorial designed to increase understanding and awareness of self-directed learning in an innovative learning program; students self-directed learning readiness increased (Daniels, 2011).The findings in this study showed that the teachers in nursery and primary schools are not only aware of self-directed learning, but also, they apply the learning strategy in facilitating not only learning but also encouraging self-dependence, self-choice and the taking of responsibility by the learner. This is in line with the submission of Abdullah (2007) that self-directed learning is not restricted to adult learning alone but has extended to learning in the elementary and secondary schools. This also agrees with the position of Murane and Levy (1996) who stated that because of the numerous benefits of self-directed learning in school achievement, corporate organizations strongly emphasize an require self-directed learning skill for work in the 21st century.This study also agrees with the submission of Feio (2004) who having investigated how prior knowledge of self-directed learning readiness and curiousity were related to learning performance in a classroom and found that "self-directed learning readiness was by far the most robust predictor of learning performance after the possible confounding effects of age, gender and ethnicity were controlled"

Also, the findings in this study showed that there is no relationship between teachers' level of awareness and the extent of self-directed learning. However, the findings in this study negates the findings of Doherty (2000) who studied some college students through on-line programme and found that self-directed learning do not relate to academic performance. However, the study is also in line with that of Ogazon (1995) who studied business communication, public administration and hospitality management students and found that self-directed learning is an important factor leading to academic success.

On the challenges involved in the application of self directed learning in the nursery and primary school in Kwara state, the challenges in order of importance include; lack of conducive learning environment, availability of teaching learning resources, teacher's inadequate skills in classroom management, management style of the school leadership, large class size, teaching approach adopted by the teacher, level of pupils intelligence and pupil's personality among others.

VI. CONCLUSION

From the findings of this study, it is evident that the findings on objective a about determining the nursery and primary school teachers' level of awareness of self-directed learning, the finding revealed that most of the teacher teaching in nursery and primary school in Kwara state had a moderate level of awareness of self-directed learning.

The findings on the application of self-directed learning in the schools in the study area, the findings showed that most of the teacher teaching in nursery and primary school in Kwara state applied self-directed learning skill to a moderate or appreciable extent.

The findings on the relationship between teachers' level of awareness and application of self-directed learning in the study area, the findings showed that there is no significant relationship between teachers' level of awareness and application of self-directed learning.

The findings on the challenges involved in the application of self-directed learning in nursery and primary school in the study area, showed that the following challenges impede the application of self-directed learning in the study area; lack of conducive learning environment, availability of teaching learning resources, teacher's inadequate skills in classroom management, management style of the school leadership, large class size, teaching approach adopted by the teacher, level of pupils intelligence and pupil's personality among others.

VII. RECOMMENDATIONS

The following recommendations are made so as to enhance the proper application of self-directed learning in schools in Kwara State.

i. Children educators should be trained on the concept and how to apply self-directed learning in schools.
ii. Government should organize workshops, seminars and conferences to educate and refresh the knowledge of children educators in the study area.
iii. Resources and facilities should be provided for facilitating the use of self-directed learning in nursery and primary schools.

iii. Teachers should be encouraged to use self-directed learning as a means of facilitating learning in nursery and primary schools.

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APPENDIX I

SOCIO-DEMOGRAPHIC INFORMATION OF THE TEACHERS

Variable	Levels	Frequency (f)	Percentage (%)
Age	18 yrs. or Less	35	11.7
	19-25yrs	98	32.7
	26-35yrs	82	27.3
	36-45yrs	63	21.0
	Above 45yrs	22	7.3
	Total	**300**	**100.0**
Sex	Male	92	30.7
	Female	208	69.3
	Total	**300**	**100.0**
	Christianity	175	58.3
	Islam	121	40.3

Religion	Traditional	4	1.3
	Total	**300**	**100.0**
Level of Education	SSCE	19	6.3
	OND/NCE	203	67.7
	HND/Bachelor Degree	71	23.7
	Postgraduate	7	2.3
	Total	**300**	**100.0**
Teaching Experience	Less than 5yrs	101	33.7
	5-10yrs	151	50.3
	11-20yrs	32	10.7
	Above 20yrs	16	5.3
	Total	**300**	**100.0**
Teaching Status	Classroom teacher	207	69.0
	Head teacher	93	31.0
	Total	**300**	**100.0**

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