

**THE LEVELS OF DEPLOYMENT, UTILIZATION AND JOB PERFORMANCE
OF TEACHERS IN THE PUBLIC SENIOR SECONDARY SCHOOLS IN EDO
STATE**

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ABSTRACT: *A central concern is that teachers are the bedrock upon which the attainments of the objectives of the programmes in the school system are based. Adequate deployment and utilization enhances their job performance. This study had the broad objective to investigate the Levels of Deployment, Utilization and Job Performance of Teachers in the Public Senior Secondary Schools in Edo state, Nigeria from the customers' perspective. The specific objectives were to determine the level of deployment of graduate teachers in Edo State public senior secondary schools and to identify the level of deployment of graduate teachers in the different teaching subjects in Edo State public senior secondary schools. The study adopted descriptive survey research design. The population of the study was made up of 3366 graduate teachers deployed to 306 public secondary schools in the 18 local government areas as at 2010/2011. A sample size of 396 graduate using multi –stage randomly selected procedure determination from a finite population. Questionnaires were distributed to the filled and returned. Validity of the instrument was measured using content validity, and this was done by experts from the academia. Internal consistency was done using Cronbach alpha coefficient test statistic to test the reliability of the instrument, yielding a coefficient of 0.78. The hypotheses were tested using Pearson product moment correlation at 5% probability level of significance and regression analysis with charts for illustrations. The findings indicated that: There is low deployment and uneven distribution of graduate teachers to public schools. Also, poor utilization of these teachers was very obvious. Thus, the study concluded that job performance would be very low. The study therefore recommended that government should carry out an analysis to fill areas of scarcity, rationalize distribution of teachers and ensure there is a balance in deployment. This will create a fair system of graduate teachers in both urban and rural areas especially in mathematics and English subjects.*

KEYWORDS: Deployment, Utilization, Job performance, teachers and Public schools.

INTRODUCTION

Teachers are the bedrock upon which the attainments of the objectives of the programmes in the school system are based. Other components of the school system such as instructional materials, classrooms, furniture, equipment and buildings cannot be put into meaningful use if teachers are not adequately deployed, utilized and their job performance enhanced. This is why the quality of teachers in the school system largely determines the quality of instruction given to students. Secondary education is one of the fastest growing components of the education sector in Nigeria with increasing enrolment. For instance enrolment in senior secondary schools in Edo State between 2000 and 2002 increased from 255163 to 268830 (Federal Ministry of Education 2003). The increase in enrolment in senior secondary schools could be attributed to the large number of output from the junior secondary school level.

This brings to fore the need for qualified teachers to be properly deployed and utilized in the secondary school system. It is to be noted that the least qualification required to teach in the secondary schools as stated in the National Policy on Education (FRN, 2004) is the Nigerian Certificate in Education (NCE), university graduates still form the bulk of teachers employed to teach at the senior secondary school level in Edo State and other states of Nigeria. Teachers are the frontline implementers of the educational programmes in the secondary schools. Their effective deployment and utilization would largely determine the internal efficiency of the school system. It is in the classroom that the destiny of the nation is shaped through the quality of its teachers, especially the university graduate teachers who are meant to be deployed to the Senior Secondary Schools.

Thus, adequate deployment of university graduate teachers is very significant in achieving the objectives of the secondary school system. Deployment ensures that teachers required in each subject are deployed to schools to meet the approved standard of one(1) teacher to forty (40) students in a class. It also ensures that deployment of teachers is not lop-sided. The deployment of teachers is said to be normal if it meets the required number of teachers in the teaching subject areas of the senior school system. On the other hand, the deployment of teachers is said to be faulty if there is uneven distribution of teachers. A situation where there are surpluses in some teaching subjects while in others there are scarcities could indicate inadequate deployment.

Imuekheme (2008), observed that deployment of teachers to schools had been lop-sided in Edo State. The observed trend in the deployment of teachers is that there are more teachers in urban areas than the rural areas. The deployment of teachers to schools could also affect the utilization of the teachers in the secondary school system. Teacher utilization is determined by the assignment of work-load which is the teaching hours per week for each teacher. Where the deployment is faulty, it could result in having some teachers with heavier work-load than others. In most urban centres where more teachers in the same subject areas are deployed to teach, such teachers are usually underutilized. This assertion is supported by a study by Ibadin (2010), that teachers in urban secondary schools in 2008/2009 school year were underutilized.

Job performance is a process and product of assigned job or task, Rogers (2008). It is the outcome of work that provides the strongest link to the organizational goals. It is also an outcome of behaviour during the process of performing a task. Job performance therefore embraces three interrelated variables of behaviour (processes), the result of the processes and the impact or value added. Thus, the job performance of teachers involves the three variables of behaviour or processes of the teacher in the classroom, the result of the behaviour on the students, and thirdly, what impact or value has been added to the students during the course of teaching and learning. The major factors therefore, that enhance the job performance of teachers in the school system are the knowledge and skills acquired during the course of their training in the universities or colleges of education. Other factors that could affect the job performance of teachers are the competence to deliver and the ability to stimulate students to learn, which relate to the behaviour factor in the variable of job performance, provision of instructional materials and favourable environment.

However, parents, government and concerned individuals in the society have continuously criticized secondary school teachers for poor job performance arising from the mass failure of students in public examinations such as the Senior Secondary School Examination conducted by West African Examination Council and National Examination Council. Adding to the criticism by the public, West African Examination Council (WAEC) Report (2008) and National Examination Council (NECO) (2008) asserted that the high failure rates in senior secondary schools in Nigeria could be a result of lack of commitment by teachers, teacher's heavy work-load, poor student/teacher ratio and poor job performance. To improve the internal efficiency of senior secondary schools in Nigeria, a better level of deployment, proper utilization of teachers and enhanced job performance have been identified as significant. Teachers' deployment in the senior secondary schools in the country has posed a big problem over the years. Part of the problem of deployment of graduate teachers to rural areas are based on the fact that majority of the graduate teachers especially women refused posting to rural location of schools. Other factors that add to the problem of acceptance of deployment by graduate teachers to senior secondary schools are lack of facilities such as good roads, housing, medical facilities and other social amenities in the rural location of schools. Political influence of deployment of teachers, Godfatherism, improper planning, analysis and assessment of manpower needs are obvious issues of concern against the backdrop of poor performances over time. It is therefore a kernel of concern which this study would attempt to crack.

Statement of the Problem

The secondary school education system is expected to produce school leavers with adequate academic training and meaningful practical skills to make them functional and self-reliant. The successful delivery of the diverse senior secondary school curricula requires high quality university graduates as teachers in order to meet the needs of the students and society. Stakeholders have expressed concern over the non-deployment of the required university graduate teachers to teach in public senior secondary schools in Edo State. The contention is that graduate teachers required in key subject areas seem to be in

short supply. The deployment for the teaching subjects may not meet the required number of teachers for the subject areas.

Utilization of teachers in senior secondary schools involves the assignment of work-load. The work-load approach in assessing the rate of utilization translates to teaching periods of subjects to be taught per day and week. The recommended periods of each subject according to the guidelines on minimum standards as contained in the National Policy on Education (FRN 2004) is a minimum of 18 periods and a maximum of 24 periods per week per teacher. A teacher is said to be highly utilized if he/she is assigned the maximum of 24 or 18 periods a week in his/her area of specialization. Also, a teacher assigned to teach over 30 periods a week is said to be over-utilized. The concern is that inappropriate deployment and poor utilization of graduate teachers in the State public senior secondary schools could lead to poor job performance which has empirical evidence in the situation of Edo state.

Objectives of the Study

- i. To determine the level of deployment of graduate teachers in Edo State public senior secondary schools;
- ii. To identify the level of deployment of graduate teachers in the different teaching subjects in Edo State public senior secondary schools.

Research Questions

The following research questions were raised to guide the study:

- iii. What is the level of deployment of graduate teachers in Edo State public senior secondary schools?
- iv. What is the level of deployment of graduate teachers of different teaching subjects in Edo state public senior secondary schools?

Hypotheses

Ho₁: There is no significant relationship between level of deployment, level of utilization and level of job performance of graduate teachers in Edo State public senior secondary schools

Ho₂: There are no significant contributions from level of deployment and level of utilization to graduate teachers' level of job performance in Edo State public senior secondary schools?

REVIEW OF RELATED LITERATURE

Conceptual Framework on Deployment

The conceptual framework on deployment which the study was based on was the concept of Education Production Function. The concept of Education Production Function relates to various inputs affecting students' learning in the school system. The concept of Education Production Function was developed by Coleman (1966). The conceptual idea of Coleman (1966) was that various school inputs such as facilities, class size, students etc., and quality of teachers have an impact on students' achievement in the school system.

The concept of Education Production Function relates to the deployment variable of the study because teachers deployment into the school system are inputs. The production or throughput function includes the effective utilization of the input (teachers) into the school system and the outcome is improved internal efficiency of the school system and learning outcome of the students. The relevance of the conceptual framework of the Education Production Function on teacher deployment is based on the systematic level of deployment of teachers to meet the requirement of each subject area taught in the school, ascertaining areas of specialization of required teachers, ascertaining the locations where teachers are to be deployed and ascertaining the enrolment of students in each subject area.

The Concept of Education Production Function is diagrammatically expressed in the figure below:

INPUT:	PRODUCTION FUNCTION	OUTCOME
DEPLOYMENT OF TEACHERS Identification of subject areas requirement of teachers. Ascertain areas of specialization that required teachers. Consideration of Locations where teachers are to be deployed (urban and rural). Ascertaining enrolment of students in each subject area	Assignment of teaching periods as work load. Ensuring level of teachers job performance	Effective deployment, adequate utilization of deployed teachers, effective job performance and Improved internal efficiency of the school system.

Figure 1: Application of the Concept of Education Production Function on the Level of Deployment in the School System

Source: Adapted from Coleman's (1966) Concept of Education Production Function.

Theoretical Framework underpinnings on Teacher Utilization in the School System

The theoretical framework was based on Manpower utilization theory. Manpower utilization theory was propounded by Dyer and Reeves (1995). They based the theory on two categories of variables, which are the quantity and quality of manpower. Their idea is that the higher the quantity of labour in terms of productivity, which includes labour force, participation and weekly working hours; the higher the level of production. The features of the theory were based on the number of working hours that could represent the labour productivity. On the side of the variable of quality of manpower, Tallman and Wang (1994) claimed that the increase in productivity hinges on additional education by weighing the educational levels. The assumption is that the higher the education quality, the higher the manpower productivity and in contrast, the lower the pupil teacher ratio, the higher the education quality.

In the same vein, the theory could be applied to the utilization of teachers in the senior secondary schools system. The quality of manpower for the nation depends on the quality of output from the school system similarly, the lower the pupil teacher/ratio, the higher the quality of education (Black and Smith 2006). The theory would also apply to the utilization of graduate teachers in the senior secondary schools in Edo State in terms of the assignment of teaching periods per week. The maximum work-load of a teacher is 24 periods a week for science subjects and minimum of 18 periods a week for arts and social sciences subjects.

The over-utilization or under-utilization of a teacher in the school system depends largely on the concept on Teacher Deployment.

Job Performance Measurement

Job performance measurement helps to identify areas of need, strength and weakness and decide on future initiative with a view to improving organizational performance. Amaratunga and Baldry (2002) see job performance measurement as a means of effecting positive change in organizational culture, systems and processes. The under-utilization or over utilization of employees in any organization could affect the level of job performance of the employees. Thus, the major issue in job performance is the measurement. Job performance measurement provides a basis for an organization to determine how well it is meeting its goals.

(iv) Utilization of Teachers in the School System

Ninety percent of workers in the school system are teachers. One of the key variables determining the supply and demand for teachers in secondary schools is the utilization of teachers. Teacher utilization is determined by the assignment of work-load which is teaching hours per week for each teacher. Another determinant is the class size, i.e. teacher: student ratio. The third variable is the management of teachers. This relates to the supervisory role of the school manager i.e. the principal (World Bank Global Education Centre 2005).

Teachers Deployment and Job Performance in the School System

One of the basic requirements of job performance of any worker in an organization is effective deployment to location where the job is to be performed. Deployment of workers from urban to rural areas most times affects the job performance of the worker.

METHODOLOGY

The study adopted the descriptive research design. The population of the study was the 3366 graduate teachers deployed to 306 public senior secondary schools in the eighteen (18) local government areas of Edo state as at 2010/2011 academic session. The multi-stage randomly sampling technique was used to arrive at 396 graduate teachers as sample size. The justification for the sampled schools was that the number selected represented 10% of the total number of schools in the 18 local government areas. Questionnaires were the checklist used to elicit information on deployment, utilization, job performance, deployment and enrolment with a Crombach Alpha reliability coefficient of 0.78. The Instruments were analysed using mean and percentages. Pearson's Moment Product correlation and Regression Analysis of Variance statistical tools were used to test the hypotheses. Graphs and Bar-charts were used for illustrations.

Analysis of Data

Research Question One:

What is the level of deployment of graduate teachers in Edo State public senior secondary schools?

In analysing the data to answer research question one, data collected were grouped in to three levels. These levels were: low: this is when the number of graduate teachers available is less than the number required.

Normal level: this is when the number of graduate teachers' available equals' number required. While high level deployment is when the number available is more than the number required. The total number of schools was the 36 schools sampled. The results of the data analysed are shown on Table 1.

Table 1: Levels of Deployment of Graduate Teachers in the 36 Schools Sampled in Edo State Public Senior Secondary Schools

Variable	No of Schools	Low deployment	Normal deployment	High deployment	Total
Levels of Deployment of Graduate Teachers	36	383 (96.7%)	9 (2.3%)	4 (1.0%)	396 (100%)

Source: Fieldwork Analysis

Data in Table 1 showed the levels of the deployment of graduate teachers in 36 sampled schools in 18 local government areas of Edo State public Senior Secondary Schools in the 2010/2011 academic session. The summary of the data analyzed showed that, out of a total of 396 graduates teachers required in the eleven teaching subject areas 383 (96.7%) deployment was low to sampled schools, only 9 (2.3%) were normally deployed to meet the approved requirement of the schools teaching subjects and 4 (1.0%) were highly deployed. The data showed a gross low deployment of teachers.

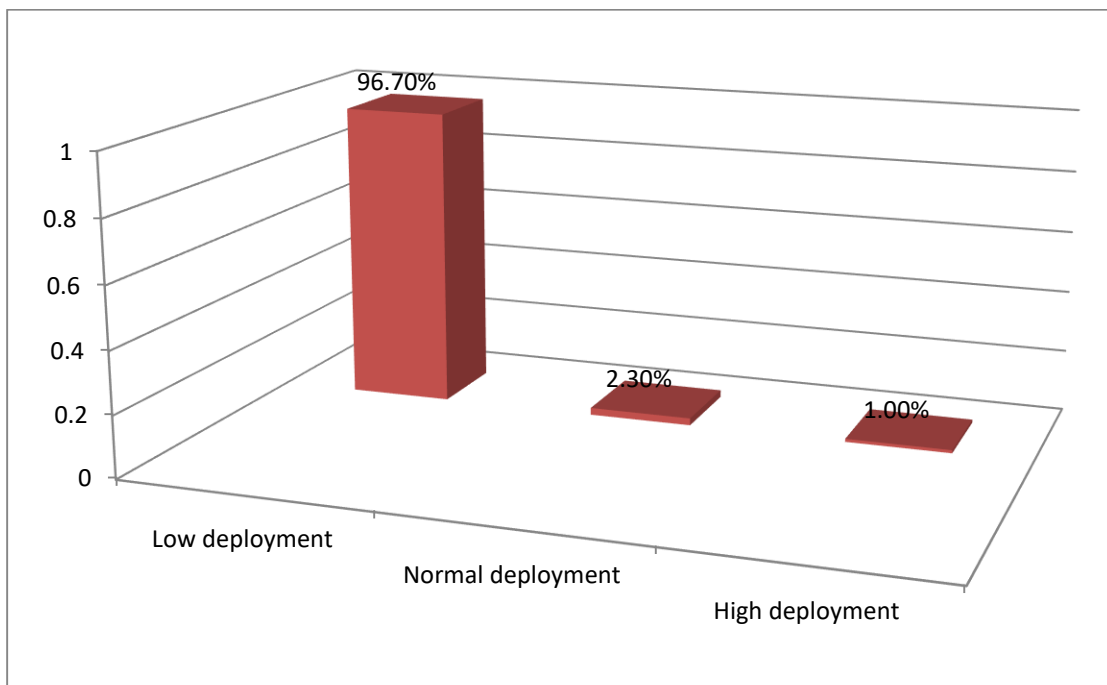


Figure 3: Level of Deployment of Graduate Teachers to Sampled Schools Of State Public Senior Secondary Schools.

Research Question Two:

What is the level of deployment of graduate teachers in different Subject areas in Edo State public senior secondary schools?

In answering research question two, the level of deployment of graduate teachers in the different subject areas in Edo State public senior secondary schools were also grouped in three levels of: low deployment, normal deployment and high deployment. The data analysis is shown on table 2.

Table 2: Level of Deployment in Different Subject areas in the 36 Selected Public Senior Secondary Schools in Edo State.

Teaching Subject	Low deployment	Normal deployment	High deployment
English Language	36 (100%)	-	-
Mathematics	36 (100%)	-	-
Biology	36 (100%)	-	-
Agric Science	36 (100%)	-	-
Physics	35 (97.2%)	1 (2.8%)	-
Chemistry	35 (97.2%)	-	1 (2.8%)
Economics	36 (100%)	-	-
Government	35 (97.2%)	1 (2.8%)	-
Geography	35 (97.2%)	-	1 (2.8%)
Lit-in-English	29 (80.6%)	5 (13.9%)	2 (5.6%)
CRK	34 (94.5%)	2 (5.6%)	-

Source: Field Work Analysis

Data in table 2 showed the analysis on level of deployment of graduate teachers in different subjects of the senior secondary schools as follows: English Language graduate teachers in the 36 schools were (100%) low deployment, while none was normally or highly deployed. For Mathematics, the graduate teachers in the 36 schools, 36 (100%) were low deployment, while none was normally or highly deployed. For Biology in the 36 schools, 36 (100%) were lowly deployed, while none was normally or highly deployed. For Agricultural Science in the 36 schools, 36 (100%) had low deployment, while none was normally or highly deployed. For Physics in the 36 schools, 35 (97.2%) were low deployment, 1 (2.8%) was normally deployed, while none was highly deployed. For Chemistry in the 36 schools, 35 (97.2%) were low deployment, none was normally deployed, while 1 (2.8%) was high deployed. For Economics in the 36 schools, 36 (100%) were low deployment, while none was normally or highly deployed. For Government in the 36 schools, 35 (97.2%) were lowly deployed, 1 (2.8%) was normally deployed, while none was highly deployed. For Geography in the 36 schools, 35 (97.2%) were low deployment, none was normally deployed, while 1 (2.8%) was highly deployed. For Literature in English in the 36 schools, 29 (80.6%) were low deployment, 5 (13.9%) were deployed normally, while 2 (5.6%) were highly deployed. For Christian Religious Knowledge in the 36 schools, 34 (94.5%) were low deployment, 2 (5.6%) were normally deployed, while none was highly deployed.

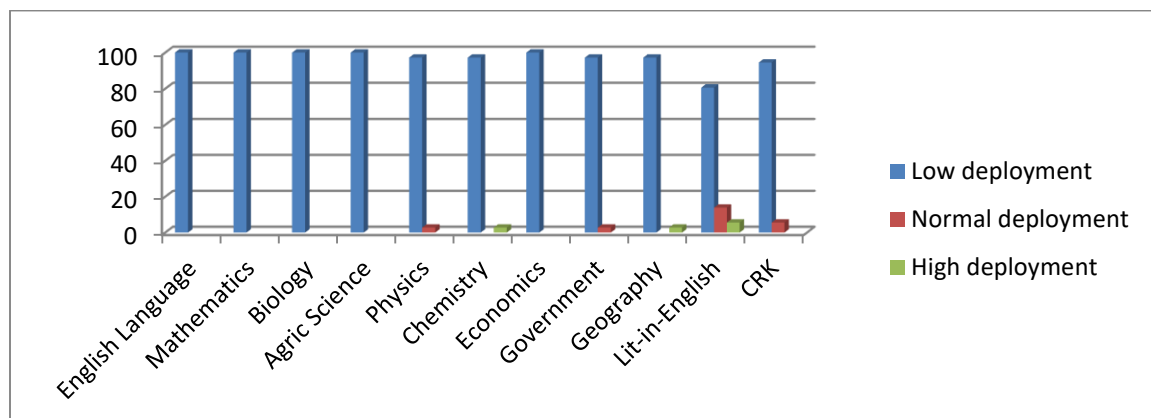


Figure 4: Level of Deployment of Graduate Teachers in Different Subject Areas in Edo State Public Senior Secondary Schools

DISCUSSION OF FINDINGS

Deployment of Graduate Teachers in Edo State Senior Secondary Schools

The findings on deployment of graduate teachers in Edo State public senior secondary schools showed three levels of deployment namely normal deployment; high deployment, and low deployment in Edo State public senior secondary schools. The findings of the study showed that there was low deployment of graduate teachers to public senior secondary schools. This reaffirmed the study of World Bank (2005) that stated that most African Countries are faced with the problem of deployment of teachers to schools. The study further stated that in most cases the level of deployment is such that there is an uneven distribution of teachers with scarcity in some areas while some have surpluses. The study found that there was uneven distribution of graduate teachers to public senior secondary schools in Edo State. The reason for the uneven distribution of teachers to public senior secondary schools could be the inability of the state government to recruit enough teachers for distribution to public senior secondary schools. To underscore the seriousness of low deployment in the state public senior secondary schools, Enogholase (2013) stated that no fewer than 3,000 teachers were relieved of their jobs without plan to recruit new ones and at a time when the schools were seriously under staffed.

Deployment of Graduate Teachers in Different Subject Areas in Edo State Public Senior Secondary Schools

The deployment of graduate Teachers in different subject areas in Edo State Public Senior Secondary Schools was low. The study showed that the teaching subjects such as English Language, Mathematics, biology and Economics recorded 100% low deployment in the 36 sampled schools. The implication of the low deployment of graduate teachers to Public Senior Secondary School in the State is that there are not enough teachers to teach the core subjects. The deployment of graduate teachers is one of the contributing factors to students' poor academic performance in Public Senior Secondary School in examinations such as West African School Certificate (WAEC), General Certificate Examination (GCE) and National Examination Council (NECO). The problem of low deployment of graduate teachers to Public Schools in Edo State in the different teaching subjects of the senior secondary schools relates to the need for specialist in the different teaching subjects of the school system.

This corroborates the study of Gottelmann-Duret and Hogen (1998) that asserted that teacher deployment is complicated because of specialization in subject area of senior secondary school teachers. The study confirmed that the complication of area of specialization leads to shortages of teachers in some specific subject areas such as Mathematics, Physics, Biology, Chemistry and English Language. Also, the study of Macdonald (1999) noted that deployment of teachers is difficult to manage because, often times, there may be resistance to implementations of deployment on an equitable basis. This he noted leads to surplus in some subjects while there is scarcity in others.

Utilization of Graduate Teachers in Edo State Public Senior Secondary Schools

The study showed low level of utilization of graduate teachers in the 36 schools sampled in Edo State public senior secondary schools. There was evidence of high utilization of some graduate teachers in the state Senior Secondary Schools. The low level of utilization of graduate teachers in the State senior secondary schools was attributed to the assignment of teaching periods of less than 24 and 18 periods a week. While some graduate teachers especially in English Language and Mathematics and other science subjects teach over 30 periods a week leading to high utilization of such teachers. Scarcity of graduate teachers in the science based subjects and low deployment of graduate teachers in the subject areas were the root causes of high level utilization of the graduate teachers in those subject areas.

Generally, the graduate teachers in Edo State public senior secondary schools utilization were low. This corroborated the study of Aghenta (1993) which reported the variations of teacher's work-loads in Nigerian Schools. He observed that generally, teacher's utilization was low. However, this study contradicts that of Nwagwu's (1998). The findings of his study stated that in many states of the country, secondary school teachers teach as many as 30 periods a week; that is an average of 6 periods a day. The study thus showed that teachers were over-worked or highly utilized.

Utilization of Graduate Teachers in Different Teaching Subjects in Edo State Public Senior Secondary Schools

The study has shown that generally the level of low utilization of graduate teachers in the different teaching subjects in Edo State's public senior secondary schools was high. However there was evidence of high level utilization of graduate teachers in the core teaching subjects of English Language, Mathematics and other science subjects such as Biology, Chemistry and Physics. The high utilization of graduate teachers in these core subjects is attributed to the large

number of classes and teaching periods assigned to the teachers because of the compulsory nature of the subjects. In addition to the teaching of the core subjects, the teachers are also assigned other non-academic activities such as discipline of students, sport activities, opening of assembly etc.

The study affirmed the World Bank (2005) which observed that in the assignment of teaching period, some teachers are highly utilized while others were lowly utilized. Ali and Yager (1990) in their study corroborate the findings of the study that some teachers were highly utilized in their teaching subject areas in addition to non academic activities. The study identified an average of 27 different non-teaching tasks that added to the assigned work of teaching periods. Such non-teaching tasks include organization of the class, opening assembly, social activities like cultural dances, inter house sports, gardening, sanitation, preparing class time table, students discipline etc.

However the study of Bennell (2004) contradicted the findings of the study that some teachers in some subjects areas were highly utilized, by his findings that teaching load of secondary school teachers were frequently singled out as being too low. The study stated that the common reasons for low teaching load were: small schools, overcrowded curricula with too much speeches teaching, insufficient classroom and a predominance of single subject teachers.

Job performance of graduate teachers in Edo state public senior secondary schools

The study has shown that the level of job performance of graduate teachers in Edo State senior secondary schools was low. The low level job performance of the graduate teachers may be attributed to so many factors such as low morale because of the lack of instructional materials for teaching, non-payment of salaries as at when due, over population of students enrolment, and lack of supervision by the relevant authorities of the education sector. Socio-economic intimidation of teachers by the society is a factor that could contribute to the low level of job performance. The low level of job performance by graduate teachers in Edo State senior secondary school as shown by the study is corroborated by the study of Adesina (1981). In the study, it was stated that the job performance of teachers in the school system has continued to decline due to the lack of supervision by school managers amongst other factors. However, this study also showed that in some of the schools sampled, there was a high rate of job performance. The finding of the study confirmed the study of Nwadiani and Ogonor (1998). In their study, they found that the job performance of teachers in Mid-Western Nigeria public schools were high.

The study also showed that the level of job performance of graduate teachers in the urban and rural locations of schools sampled was equal. The level of job performance of graduate teachers in urban and rural schools was not different. This shows that location of schools does not contribute to the job performance of the graduate teachers in urban or rural locations of schools. This finding of the study is rightly confirmed by the study of Nwadiani and Ogonor (1998) that schools location has no influence on teachers' job performance. Olaniyan (1995) supported the study that location of schools does not affect the job performance of teachers; rather the study showed that the difference in the level of job performance is in varying abilities or skills on the part of the individual worker while others contended that it also depends on the motivation. Also the study supported that of Digbori Resmart (2003) that performance is dependent on the amount of effort a person commits to his job and that his results are determined by his abilities, traits and role perception and not necessarily the location of schools.

Relationship between Level of deployment, level of Utilization and Level of Job Performance of graduate teachers in Edo State's Public Senior Secondary Schools.

The notion that level of deployment would be significantly related to level of utilization and level of job performance of graduate teachers in Edo State public senior secondary schools is contrary to the findings of the study. The data analysis of the study showed that there was negative relationship existing between level of deployment and level of utilization and job performance of graduate teacher's in Edo State public senior secondary schools. This negative relationship, as found out by the study, could be attributed to the failure of the state government to deploy the required teachers to the various teaching subject areas of the senior secondary schools. There is need for adequate deployment of teachers to senior secondary schools in the State. Corroborating the need for adequate deployment of teachers to senior secondary schools in the state were the studies of Aworanti (2002), Lewin (2000) and Hedges (2002). On the other hand, the study showed that there is a significant relationship between level of utilization and level of job performance, and that the level of utilization contributed to the level of job performance. The general low utilization of graduate teachers in the State public senior secondary schools would have contributed to the low level of job performance of graduate teachers in Edo State senior secondary schools.

CONCLUSION

This study concludes that the distribution of graduate teachers to Edo State public senior secondary schools was uneven. This is an indication that the distribution of graduate teachers to the state Public Senior Secondary schools was faulty. Majority of the graduate teachers deployed were also lowly utilized. The low distribution of graduate teachers to public senior secondary schools could have been the reason for the over stretching of the teachers in some core subjects such as mathematics, English Language and other science subjects. This could have contributed to the low job performance of the graduate teachers in Edo State public senior secondary schools.

RECOMMENDATIONS

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

- The Edo State Post primary School Board should identify areas of scarcity in the senior secondary schools' teaching subjects so that distribution of graduate teachers can be carried out to fill the gap in public senior secondary schools.
- The Edo State Post primary School Board should rationalize the system of distribution of available teachers in the State's public senior secondary schools to ensure that graduate teachers in core subject areas such as English Language, Mathematics, Physics, Biology, Chemistry and Agricultural Science are adequately deployed to these areas of need in public senior secondary schools.
- Edo State Post Primary School Board should ensure that deployment and level of utilization of graduate teachers in urban and rural areas are normal in order to avoid a situation where there are no graduate teachers of some teaching subjects in the rural areas (especially in Mathematics and English) while surpluses exist in other subjects in the urban locations of schools.

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