

# Comparative Analysis of Gender Disparity among the six geo-political zones and FCT Primary and Secondary School Teachers in Nigeria.

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**Abstract:-** This meta-analysis study is a comparative analysis of gender disparity among the six geo-political zones and FCT primary and secondary school teachers. It made use of secondary data of registered teachers from 2003-2007 as documented by the National Bureau of Statistics (NBS, 2008). The data were subjected to various gender statistics indexes analysis which included; absolute gap, gender ratio and relative gap. The results indicated that; (i) the highest absolute gap occurred in SW in favor of females at primary level while NW recorded highest absolute gap at secondary school level. (ii) the percentage females registered in primary and secondary was highest for the SE (iii) the NW has the highest gender ratio while the lowest was recorded in the SW (iv) the highest relative gap occurred in the NW. It was recommended that government policy thrusts in the different zones towards achieving gender equality in education should be geared towards realistic approaches that adopt these gender statistics indexes.  
Key words: gender statistics, gender equality, gender parity, relative gap, absolute gap, primary and secondary teachers.

## Introduction

Globally, women and girls are under-represented in almost all sectors of development including education and employment opportunities despite the fact that women constitute more than half of the world's population (Federal Government of Nigeria, 2004). The degrees of under representation differ from country to country. In most societies especially in developing countries like Nigeria, women and girls are denied access to these transforming opportunities as education, are discriminated against employment opportunities and other benefits available to their male counterparts. Eligiamusoe (2009) quoted the International Development agencies (IDA) as stating that "no where in the world are women treated as good as men". The United Nations (UN) has released some revealing statistics on the global condition of women as follows; women make up more than half of the world's

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population, produced 80 percent of its food, labored for two-thirds of its working hours, were paid 10 percent of its income and owned one percent of its property. These statistics show only little of many dimensions of disparities/discriminations in gender all over the world.

N'Dri (2006) observed that in Africa, the quantitative and qualitative participation by gender in the education systems form the lowest level and unmistakably reveals the societal norms and constraints, the policy priorities, the possibilities, and the hindrance for social progress. Out of a variety of social and individual variables, gender remains the most universally entrenched, compounding the effects of their factors on life chances of individuals and groups for educational achievement and socio-economic attainment.

In all countries of the world, education is recognized as the cornerstone for sustainable development (Ojobo, 2008). It is the fulcrum around which the quick development of economic, political, sociological, and human resources of any country revolves. In fact, Nigeria National Policy on Education (2006:6) indicates that "education is the greatest investment that the nation can make for the quick development of its economic, political . . . Having recognized education as "an instrument per-excellence for effective national development as

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*well as a dynamic instrument for change*". It is also the basis for the full promotion and improvement of the status of women.

In Nigeria, in spite government huge financial investment on education through the introduction of nine years free and compulsory basic education for all children of school age (FME, 2004) and determination to promote gender equity in science and technology education at all levels of education system (FMST, 1986); wide gender disparities in access to education and employment opportunities still exist.

A report by British Council, Nigeria (2012) states as follows; "nearly one in every woman in sub-Saharan Africa is Nigerian. Because of its sheer size, the country significantly influences the achievements of the Millennium Development Goals (MDGs) in sub-Saharan Africa".

The situation of women and girls in Nigeria has a key role to play in determining the progress of the whole region. Constitutional guarantees and national gender policies have not translated into actions or mobilized political will to make the necessary changes in the lives of girls and women in Nigeria. The data further stated that;

- Nigeria ranks 118 of 134 countries in the gender equity index.
- Women make-up only 21% of the non-agricultural paid labor force.
- At every educational level, women earn less than their male counterparts and in some situations; men with less education earn more than better educated female peers.
- Nigeria has one of the lowest rates of female entrepreneurship in sub-Saharan Africa. Majority of the women are concentrated in the casual, low-skilled, low-paid, informal sector employment.
- Only 7.2% of women own the land they farm, which limits their access to credits and constrains entrepreneurship and business activities.
  - Only 15% of women have a bank account.
  - A gender bias allocation of tax allowances which means that women tax payers are taxed disproportionately.
  - In eight northern states, over 80% of women are unable to read (compared with 54% for men).e.g.in Jigawa state, 94% of women (42% of men) are illiterate.

- Nigerian girls who enroll in school leave school earlier than their male counterparts.
- More than two thirds of 15–19 year old girls in northern Nigeria are unable to read a sentence compared to less than 10% in the south.
- Only 3% of females complete secondary school in the northern zones.
- Over half of all women in the north are married by the age of 16 and are expected to bear a child within the first year of marriage.
- 94% of 15 – 24 year olds in Kebbi have no knowledge of contraception.
- Girls from poorer families are more likely to marry young and have worse health outcomes.
- Nigeria has 2% of the world's population but 10% of global maternal deaths.
- Each day, 144 Nigerian women die in child birth, which is equivalent to one death every 10 minutes.
- A third of 15-19 year olds in northern Nigeria have delivered a child without a help of a professional, traditional birth attendant, or even a friend or relative.
- Poorer girls and women are particularly disadvantaged. Only 7% of women in the poorest quintile deliver in a health facility compared with 56% in the highest quintile.
- Women are politically under represented. Their upper and lower house representation fell from 7% in 2007 to 4% in 2011 election (the African average is 19%).
- Only 7 of 109 senators and 19 of 360 representatives are women.
- Most 15-25 year old women in Nigeria think it is reasonable for a husband to beat his wife if she burns the food, refuse sex and goes out without his permission.
- Nearly half of unmarried women in parts of southern Nigeria experienced physical violence.

It is a truism that once there is gender disparity in education, then there is greater chance of disparity in all other sectors of national life. The role played by the teacher as a role model to young ones cannot be wished away. Hence, if fewer females are into teaching in the primary and secondary school levels, the dream of achieving gender parity in all other facets of the nation can never be realized.

This rationalizes the need to probe the gender disparities among primary and secondary school Teachers in the country.

This paper argues that a focus on gender disparities among teachers in the primary and secondary school levels will provide critical information on gender differences.

Without adequate gender statistics which will automatically analyze, synthesize and evaluate such data, it would be almost impossible to plan and implement realistic programs of achieving gender equality in the nation. This study therefore is aimed at analyzing gender disparity among primary and secondary teachers in Nigeria. The specific objectives are to:

- Determine the gender ratio of primary and secondary school teachers from 2003-2007.
- Determine the absolute gaps
- Determine the relative gap
- Compare the gender disparities among the six geopolitical zones and FCT.

**Definition of terms**

**Gender statistics:** Is a field of statistics which cuts across the traditional fields to identify, produce and disseminate statistics that reflect the realities of the lives of women and men and policy issues relating to gender equality.

**Gender equality:** The advancement of women and the achievement of equality between women and men are a matter of human rights and a condition for social justice and should not be seen in isolation as women`s issue. They are the only way to build a sustainable, just and developed society. Empowerment of women and equality between women and men are prerequisites for achieving political, social, economic, cultural and environmental security among all peoples.

**Gender parity:** Here is defined as the ratio between the female and male registration ratios, and designated as the *gender parity index (GPI)*

**Relative gap:** Given by the formula  $(F-M)/F \times 100$ , which indicates the proportion of unregistered female teachers that should be made to register in order to achieve parity with men.

**Absolute gap:** Is the difference between the male and female registration ratios.

**Methodology**

The study is a meta-analysis. It therefore adopted a prospective research design. It used secondary data of Teachers Registration Council of Nigeria, registered members by state and gender from 2003-2007(Primary and secondary school teachers only) as documented in the abstract of the National Bureau of Statistics (NBS,2008).

**Data and Analysis**

The analysis is presented in Tables 1 and 2 for primary and secondary schools for male and female teachers across the 36 states and FCT.

**TABLE 1: Registered members of Teachers Registration Council of Nigeria by State. AND GENDER (Primary School Teachers), 2003-2007**

State	2003		2004		2005		2007	
	Male	Female	Male	Female	Male	Female	Male	Female
Abia	1,649	4,845	1,337	6,608	1,487	8,284	1,759	10,435
Adamawa	6,236	2,527	6,682	2,708	8,965	3,975	6,954	3,307
Akwalbo m	3,879	5,699	3,991	8,140	4,593	9,812	4,231	8,880
Anambra	1,010	9,024	1,093	9,669	1,130	10,740	772	11,209
Bauchi	7,092	461	7,599	494	8,483	2,298	3,015	942
Bayelsa	1,772	1,237	2,193	1,442	2,108	1,752	3,153	2,885
Benue	7,248	4,572	9,737	5,126	11,257	5,939	9,963	5,441
Borno	4,499	6,535	4,820	762	7,465	7,001	4,060	2,808
CrossRive r	6,420	4,172	6,878	4,470	5,807	7,093	4,784	6,586
Delta	3,385	7,619	3,627	8,163	4,442	9,983	3,363	9,081
Ebonyi	4,243	5,084	4,546	5,447	3,699	3,842	3,980	3,818
Edo	2,009	5,430	2,151	5,818	2,567	6,501	2,053	6,610
Ekiti	2,470	3,331	2,646	3,569	2,288	5,334	2,213	5,604
Enugu	3,114	5,732	3,497	5,604	3,296	6,701	4,497	10,228
Gombe	3,935	298	4,216	319	5,324	2,803	3,997	2,122
Imo	2,034	9,391	2,179	10,061	2,306	10,926	1,951	10,232
Jigawa	6,416	1,768	6,874	1,895	7,309	577	4,112	163
Kaduna	7,505	2,968	8,041	4,655	12,782	9,818	8,713	8,698
Kano	10,910	4,458	11,689	4,776	18,345	3,936	5,823	1,237
Katsina	6,728	1,660	8,166	2,276	7,843	2,525	10,481	3,268
Kebbi	4,588	1,104	3,818	1,326	5,903	1,696	2,582	1,059
Kogi	5,270	5,070	5,646	6,155	6,083	7,055	1,984	1,992
Kwara	3,670	1,239	966	5,517	4,913	7,435	4,449	8,505
Lagos	1,781	9,949	4,392	12,90	5,894	24,40	1,552	7,607

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Nassarawa	5,212	2,025	736	5,584	5,807	2,945	3,945	1,836
Niger	6,367	4,192	1,134	6,821	10,975	6,104	7,040	3,844
Ogun	3,677	6,593	982	3,940	5,035	11,894	3,404	10,331
Ondo	3,868	6,080	847	3,417	4,580	9,437	4,017	9,681
Osun	3,501	6,932	1,011	3,863	3,889	7,845	5,335	9,874
Oyo	4,761	10,682	1,385	5,101	7,061	16,918	7,141	19,159
Plateau	6,213	4,474	1,151	6,656	7,949	4,996	6,278	5,323
Rivers	3,154	5,024	770	3,380	2,939	3,502	3,017	4,177
Sokoto	7,346	2,125	1,566	7,890	6,791	1,006	2,445	534
Taraba	7,006	3,242	1,070	5,506	9,149	3,314	3,558	1,196
Yobe	3,046	1,235	583	3,262	3,920	1,328	1,927	904
Zamfara	3,414	382	623	3,661	4,011	524	3,553	456
Fct(Abuja)	1,130	1,322	1,211	667	1,870	1,866	2,449	2,553
Total	166,557	159,481	129,853	179,656	218,265	222,113	154,550	202,585

Source: Teachers Registration Council of Nigeria(\*2006 figures not available)

**TABLE 2: Registered Members of Teachers Registration Council of Nigeria by State and Gender. (Secondary School Teachers), 2003-2007**

State	2003		2004		2005		2007	
	Male	Female	Male	Female	Male	Female	Male	Female
Abia	1,445	1,400	824	2,259	1,427	1,657	1,354	2,396
Adamawa	490	406	1,140	761	1,619	656	1,465	519
Akwai-Ibom	841	1,400	1,714	2,089	1,645	3,137	2,041	1,805
Anambra	1,051	2,346	1,875	3,639	1,092	4,422	1,102	3,211
Bauchi	576	560	803	414	1,479	458	578	197
Bayelsa	1,050	692	473	1,308	530	1,337	1,107	675
Benue	1,873	1,050	1,460	1,672	2,234	898	2,834	892
Borno	910	1,086	1,598	542	1,492	647	1,125	562
CrossRiver	1,400	1,077	729	1,925	1,185	1,469	1,200	973
Delta	2,461	2,800	1,406	4,231	2,086	3,551	2,580	4,331
Ebonyi	1,050	452	429	1,180	428	1,181	743	726
Edo	2,160	1,610	840	3,197	1,069	2,969	1,702	2,303
Ekiti	1,715	1,681	1,451	2,225	2,332	1,344	2,397	2,629
Enugu	2,502	1,680	1,609	3,934	1,411	4,072	1,624	2,475
Gombe	980	643	1,086	653	1,164	575	750	284
Imo	2,458	2,450	2,064	4,695	2,905	3,104	2,899	3,524
Jigawa	4,200	3,914	6,360	2,333	6,659	2,034	352	32
Kaduna	2,460	1,960	2,674	2,258	3,587	1,346	3,123	2,069
Kano	1,986	1,161	2,753	1,499	2,921	706	2,136	784
Katsina	1,050	823	1,388	611	1,400	598	1,190	254
Kebbi	683	490	1,088	169	739	518	1,149	405
Kogi	1,820	1,050	1,934	1,457	2,243	1,148	397	308
Kwara	1,978	1,400	1,560	2,016	1,336	2,284	1,613	1,363
Lagos	5,906	4,200	4,725	6,103	7,142	6,680	4,486	9,828
Nassara wa	1,629	1,050	1,342	837	2,239	941	1,875	631
Niger	2,073	701	2,313	659	2,974	1,268	3,035	1,398

Ogun	2,500	1,750	2,648	1,906	3,269	2,569	2,308	3,326
Ondo	1,715	1,470	1,643	1,770	4,676	4,202	2,865	3,175
Osun	2,928	2,001	3,411	2,426	2,566	2,487	3,605	2,398
Oyo	4,786	3,500	4,122	4,756	5,226	3,452	4,334	5,069
Plateau	1,252	1,365	1,925	1,629	2,313	2,031	1,840	1,808
Rivers	2,531	1,750	3,108	1,478	1,526	3,050	2,317	2,143
Sokoto	797	700	1,063	541	1,489	115	1,067	783
Taraba	713	350	704	585	719	720	949	359
Yobe	1,167	455	1,099	639	1,281	532	545	319
Zamfara	559	140	849	391	938	302	639	326
Fct(Abuja)	1,280	855	1,172	1,117	1,192	1,097	901	1,163
Total	65,695	51,563	68,382	69,904	80,552	69,557	66,227	64,442

Source: Teachers Registration Council of Nigeria

The data in the two Tables (1 and 2) for the purpose of analysis were grouped under the geo-political zones as follows:

- North East zone (NE) made up of the following states: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe.
- North West (NW) comprised of the following states: Jigawa, Kano, Katsina, Kebbi, Niger, Sokoto and Zamfara.
- North Central (NC) made up of Benue, Kaduna, Kogi, Kwara, Nasrawa and Plateau states.
- South East (SE) comprised of the following states: Abia, Anambra, Ebonyi, Enugu and Imo.
- South South (SS) made up of Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers states.
- South West (SW). This is made of the following states: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo.
- Federal Capital Territory (FCT, Abuja)

**Table 3: Primary Male/Female Teacher Registration Statistics (2003 – 2007)**

Zone	Male M	Female F	Total M+F	Absolute gap IF-MI	% Female	Gender ratio M/F	Rel. gap (f-m)% F
NE	123,601	61,347	184,948	62,254	33.2	2.101	1.01
NW	152,668	66,860	219,001	85,281	30.5	2.28	1.28
NC	145,518	125,024	270,542	20,494	46.2	1.16	0.16
SE	49,579	148,880	198,459	99,301	75.0	0.33	0.67
SS	83,285	137,456	220,741	54,171	62.3	0.61	0.39
SW	83,731	250,366	334,087	167,635	74.9	0.33	0.66
FCT	6860	6408	13268	452	48.3	1.07	0.07

Table 3 shows the male/female Teacher Registration statistics in the six geo-political zones of the country and

the FCT. The following indexes of gender statistics are presented on the table namely: Male (M), Female (F), Total(M+F), Absolute gap (IF-MI), Percentage female (%F), Gender ratio (M/F) and Relative gap (F-M/F)%.

**Table 4: Secondary Male/Female Teacher Registration Statistics (2003-2007)**

Zone	Male M	Female F	Total M+F	Absolute gap IF-MI	% Female	Gender ratio M/F	Rel. gap (f-m)% f
NE	20452	10767	31219	9685	34.5	1.89	0.89
NW	36,254	15,342	51,587	20,903	29.7	2.36	1.37
NC	48,541	32,735	81276	15,806	40.3	1.48	0.48
SE	30,292	50,803	81,085	20,511	62.6	0.59	0.40
SS	37,711	51,029	88,740	13,318	57.5	0.74	0.26
SW	82,256	80,933	163,189	1323	49.6	1.02	0.02
FCT	4545	4232	8777	313	48.2	1.07	0.07

Table 4 indicates the secondary school male/female registration of Teachers in the six geo-political zones and FCT with the following gender statistics indices: Male (M), Female (F), Total (M+F), Absolute gap (IF-M), Percentage Female (%F), Gender ratio (M/F) and Relative gap (F-M/F) %.

**Table 5: Absolute Gap of Registered teachers (primary and secondary) from 2003-2007.**

S/N	Primary school			Secondary school		
	Geo-Political zone	Absolute gap(F-M)	Gender in favour	Geo-Political zone	Absolute gap (F-M)	Gender in favour
1	SW	167,635	Female	NW	20,903	Male
2	SE	99,301	Female	SE	20,511	Female
3	NW	85,281	Male	NC	15,806	Male
4	NE	62,254	Male	SS	13,318	Female
5	SS	54,171	Female	NE	9,685	Male
6	NC	20,494	Male	SW	1,323	Male
7	FCT	452	Male	FCT	313	Female

From Table 5, the absolute gap in primary and secondary school Registration of teachers exist in the six geo-political zones and FCT in the following decreasing order: SW, SE, NW, NE, SS, NC, and FC while the decreasing order for

secondary school registered teachers is as follows: NW, SE, NC, SS, NE, SW and FCT.

**Table 6: Percentage Female Registered Teachers (%F)**

S/N	Primary School		Secondary School	
	Geo-Political zone	Percentage Female	Geo-Political zone	Percentage Female
1	SE	75.0%	SE	62.6%
2	SW	74.9%	SS	57.5%
3	SS	62.3%	SW	49.6%
4	FCT	48.3%	FCT	48.2%
5	NC	46.2%	NC	40.3%
6	NE	33.2%	NE	34.5%
7	NW	30.5%	NW	29.7%

Results on Table 6 indicate the percentage female registered Teachers according to zones in decreasing order as follows: SE, SW, SS, FCT, NC, NE and NW (for primary) while for the secondary is as follows: SE, SS, SW, FCT, NC, NE and NW.

**Table 7: Gender Ratio (M/F) Registered Teachers.**

S/N	Primary School		Secondary School	
	Geo-Political zone	Gender Ratio (M/F)	Geo-Political zone	Gender Ratio (M/F)
1	NW	2.28	NW	2.36
2	NE	2.10	NE	1.89
3	NC	1.16	NC	1.46
4	FCT	1.07	FCT	1.07
5	SS	0.61	SW	1.02
6	SE/SW	0.33	SS	0.74
7			SE	0.59

Table 7 shows the gender ratio of primary and secondary registered Teachers in decreasing order as follows: NW, NE, NC, FCT, SS, SE/SW and NW, NE, NC, FCT, SW, SS and SE respectively.

**Table 8: Relative gap (F-M/F) % of Registered Teachers.**

S/N	Primary School	Secondary School
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	Geo-Political zone	Relative gap (F-M/F)%	Geo-Political zone	Relative gap (F-M/F)%
1	NW	18.	NW	1.37
2	NE	1.01	NE	0.89
3	SE	0.67	NC	0.48
4	SW	0.66	SE	0.40
5	SS	0.39	SS	0.26
6	NC	0.16	FCT	0.07
7	FCT	0.07	SW	0.02

From Table 8, it is observed that the relative gap of registered primary school teachers in decreasing order is as follows: NW, NE, SE, SW, SS, NC and FCT. On the other hand, the decreasing order result for secondary school registered teachers is as follows: NW, NE, NC, SE, SE, SS, FCT and SW.

**Discussion of results/findings**

The following are the findings of the study:

- The results of this study clearly show that SW has the highest absolute gap in favor of females at primary school level, while NW has the highest absolute gap at the secondary school level in favor of male. This implies that effort towards achieving gender equity should be targeted at the males in SW zone while similar effort should be made towards females in the NW zone. The FCT consistently had the lowest absolute gap for both secondary and primary schools in favor of females and males respectively.

It is noteworthy that SE and SS consistently had highest absolute gap in favor of females at both primary and secondary school levels. The NW and NC have absolute gap in favor of males. These clearly depict peculiar and deep seated problems of gender disparity in the zones.

- The percentage female registered teachers at primary and secondary is highest for SE followed by SW in primary and SS in secondary school. However, the lowest percentage female registered female teachers occurred in NW for both primary and secondary schools.
- The gender ratio statistics shows that NW has the highest gender (m/f) ratio in both primary and secondary followed by NE and NC while the least ratio was SW in primary school and SE in secondary. This result implies that more

effort should be geared towards encouraging female education participation in Northern region of the country if gender equality is to be achieved. It further implies that uniform policy thrust of government on gender should not apply to all the zones. Zones with similar gender disparities could therefore have similar approaches to reversing the order as opposed to zones with peculiar disparity statistics which should attract special intervention strategies.

**Recommendations**

From the findings of this study, the following recommendations are made;

- In the southern region of the country, government policies on education should be directed towards encouraging more males to take up teaching professions, while in the northern regions, specific policies in favor of females should be adopted. Male teachers serve as better role models to male students while female teachers also serve as better role models to female students.
- Concerted efforts and emphasis should be placed on how to achieve gender equality in the SE states where there is a clear case of female domination in the profession. This is an opposite of the case in NW, NE and NC where the reverse is the case and the male teachers dominate.

**Conclusion**

Based on the results of this study, it is evident that gender disparity exists between male and female teachers taken zone by zone both at primary and secondary school levels. It therefore implies that uniform policy thrust on how to achieve gender equality cannot be adopted across the geo-political zones. Zones with similar gender disparities could therefore have similar approaches to reversing the order as opposed to zones with peculiar disparity statistics which will also require peculiar policy measures.

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