



INFLUENCE OF FEMALE TEACHERS ON CHILD EMOTIONAL DEVELOPMENT IN ENUGU EDUCATION ZONE OF ENUGU STATE

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah

Department of Educational Foundations, Faculty of Education, Godfrey Okoye University, Thinkers Corner, Enugu

Keywords: Female Teachers, Child, Emotional Development

Acknowledgement

We acknowledge the authors of the works used in the build of this research. We express our gratitude to everyone who in one way or the other contributed to the success of this research

Abstract: Globally, child development is one of the greatest concerns of parents, teachers, communities and the government. A child according to the United Nations Children's Fund UNICEF. The study was designed to ascertain the influence of female teachers on child emotional development in Enugu education zone of Enugu State. The study adopted descriptive research design. Four research questions were formulated and guided the study. Multi-stage sampling procedure was used for the selection of 144 respondents, comprising 72 female teachers from primary schools and 72 female teachers from secondary schools of the 3 Local Government Education Authorities (LGEAs) in Enugu Zone. A structured questionnaire titled Female Teachers and Child Development Questionnaire ("FTCDQ"), was developed by the researchers, guided the study. The 43 item questionnaire as trial-tested on a sample of 10 female primary school teachers and 10 female secondary school teachers in Awka education zone of Anambra State. The data obtained were computed using cronbach alpha method. This gave an overall reliability score of 0.75. The research question was answered and data collected were analyzed using mean and standard deviation. The findings of the study showed among others that female primary and secondary school teachers agreed that female teachers have influence on child emotional development in Enugu education zone of Enugu State. Based on the findings of the study, the researcher recommends that teachers as executors of

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



educational policies should not stereotype subjects as has been the case, rather students should be encouraged to choose their subjects based on their ability and interest

Introduction

Globally, child development is one of the greatest concerns of parents, teachers, communities and the government. A child according to the United Nations Children's Fund UNICEF (2013) is a human being below the age of 18 years. A child is a son or daughter of human parents. Obinaju (2014) defines a child as a young person, especially between infancy and youth. Similarly, the Universal Basic Education (UBE) (2009) sees a child as a person of primary or junior secondary age who is between the age of 6 years and 16 years whether disabled or not. A child is in the developmental stage of childhood, between infancy and adulthood. During these stages, sequence of developments occurs in a child's life until the child reaches adulthood. Changes that occur in life are generally assumed to be for the better and result in behaviour that is more adaptive, more organized, more effective and more complex (Mussen, Conger and Kagan, 2011). For the present study, child development could be seen as a growth and progressive increase and continuous advancement of a child from birth to death. It could also be seen as a sequence of changes in human beings that begins with conception and continues throughout life.

Child development have been identified by scholars to emanate from interactions in schools, especially with the teachers and peers (Nworgu, 2013) as school represents the first context of socialization immediately after the household. In school, children observe, identify, learn, and replicate social and emotional skills, social norms, and behavior codes. At the same time, both emotions and relationships play an important role in their learning process. Study find that positive interactions with teachers and the way in which teachers manage interpersonal interactions in the classroom influence children's concurrent and long-term social, emotional, and academic development (Birch, & Ladd, 2009). As adults who form significant relationships with children, teachers have the ability to evoke attachment behaviour, and there is evidence that teachers can become attachment figures, particularly for children with problematic attachment experiences (Howes, & Aitkins, 2019). Sensitive teacher responses to troubled children can facilitate better adaptations to everyday learning experiences, whilst conveying the value of attending to and making sense of problematic emotional states. Teachers also provide children with alternative models of adult

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



authority and can, like parents, shape a child's ability to regulate his or her emotions and to interpret other's emotional 'signals' (Howes, 2012). Like parents, teachers facilitate children's explorations of their environment whilst playing a significant role in developing their verbal ability to reflect on their own beliefs (Sava, 2001). Therefore, teachers represent a reference point for children and influence their socio-emotional development through the ways they model socio-emotional skills in the classroom, they promote teacher-student interaction, and they manage and organize the classroom.

The quality of teaching always depends upon the mediating and moderating roles of teachers. He or she is there to mediate or moderate the process of teaching in any educational set up, from school to university level. In teaching process both the roles of males and females are important in running the school system smoothly. Female teachers take more work stress and get emotionally disturbed than male teachers because they have a different sort of interaction with students and such kind of interaction and attachment with the kids and students make them more sensitive towards their work (Howes, 2012). Female teachers have to look after their home also and they have to train their own kids also. Such responsibility puts certain restriction on their work performance and professional development.

Consequently, upon those traditional role expectations, female teachers become a

significant factor in emotional development of children. To play this role, female teachers are expected to be capable of handling challenges of modern world and computer age, so as to assist the child fit into the modern society. This is especially pertinent because, she is expected to prepare the child to be able to cope with the challenges of the contemporary world. However, notwithstanding the above contributions of teachers towards child development; the authors observed that the education of female teachers in particular seem not to have been given significant attention by the government. This in the authors view could account for the unhealthy society we have today that lacks: physically fit, socially and emotionally stable as well as cognitively and psycho-motor sound children. This study therefore influence of female teachers on child emotional development in Enugu education zone of Enugu state.

Purpose of the Study

The study was designed to investigate influence of female teachers on child emotional development in Enugu education zone of Enugu state

Research Questions

- The following research questions guided the work:

What is the influence of female teachers on child emotional development in Enugu education zone of Enugu State?

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



Hypotheses

The following null hypothesis were formulated to guide the study. They were tested at 0.05 level of significance.

H₀: There is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child emotional development.

Research Method

Design of the study

The research design adopted for this study is descriptive survey design which according to Emaikwu (2012) is a design which describes in a systematic manner the comprehensive collection of information about the opinion, attitude, feeling, belief, and behaviour of people through observation and administration of questionnaire to a relative large representative sample of the population. This type of research design is appropriate for this study because the study seeks to use the opinion of the respondents (female teachers) as a yard stick to determine the influence of female teachers on child emotional development in Enugu education zone of Enugu state.

Area of the Study

The study was carried out in Enugu education zone of Enugu State. Enugu education zone is made up of three local governments namely: Enugu East LGA, Enugu North LGA and Isi-Uzo

LGA; with three Local Government Education Authorities (LGEAs) that is one per local government area

Population of the Study

The population of this study is 2,339 female teachers. This consists of: 1,864 female primary schools teachers and 475 female secondary schools teachers from the three Local Government Education Authorities, (LGEAs) in Enugu education zone (ESUBEB, 2020).

Sample and Sampling Technique

Multi-stage sampling procedure was used to select the sample of 144 used for the study. These were made up of 72 female teachers from primary schools and 72 female teachers from secondary schools of the 3 Local Government Education Authorities (LGEAs) in Enugu education Zone. At first, in this study, quota sampling technique was used to select 3 primary schools and 3 secondary schools from each of the 3 Local Government Education Authorities (LGEA) in Enugu education Zone; which gave rise to 9 primary schools and 9 secondary schools. Subsequently, purposive sampling technique was used to select 8 female teachers from each of the schools. This gave rise to 144 respondents (48 female teachers from each of the 3 LGEA that made up Enugu Education Zone

Instrument for Data Collection

The instrument for data collection is a researcher developed questionnaire titled, Female Teachers and Child Development

Influence Of Female Teachers On Child Emotional Development In Enugu Education Zone Of Enugu State

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



Questionnaire (FTCDQ). It has 2 sections of: A, and B. Section A dealt with demographic information of the respondents while section B contains 8 items on research question (influence of female teachers on child emotional development). On the response tag, a four (4) point rating scale and response option for the clusters were: Strongly Agree (SA) – 4 Points, Agree (A) – 3 points, Disagree (D) -2 points and Strongly Disagree (SD) 1 point.

Validation of the Instrument

The instrument was face validated by four specialists. One specialist from the Department of Educational Foundations Curriculum Studies and one specialist in the Science Education (Measurement and Evaluation) Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State, respectively, while the other two specialists were from the Department of Educational Foundations Faculty of Education, Godfrey Okoye University Enugu. The specialists were requested to look at the items in terms of clarity of language, instrument's appropriateness and adequacy of items in addressing the problem of the study. Comments, suggestions and criticisms made independently by the specialists helped the authors modify and produce the final draft of the instrument.

Reliability of the Instrument

To establish the reliability of the instrument, the validated instrument was trial tested with 20 female teachers from selected primary and secondary schools in Awka education zone of

Anambra State. Awka education zone is outside of the study area but has similar characteristics with Enugu education zone. The data obtained from the trial testing were analyzed using Cronbach alpha reliability coefficient to establish the internal consistency of the instrument. Cronbach alpha coefficient is used when the instrument has multiple-scored items, such as the instrument for the present study. The reliability coefficients for the various clusters are: B (0.79), C (0.78), D (0.81) and E (0.79); with an overall reliability score of 0.75.

Method of Data Collection

A total of 144 copies of the questionnaire were administered to the respondents in the study area through direct delivery and retrieval method. In a bid to beat logistic constraints concerning accessibility and retrieval of the instrument, the questionnaires were administered with the help of two trained research assistants. The two research assistants were trained on the objectives of the study, administration and collection procedure of the instrument especially as it affects the area of delivery and retrieval so as to ensure safe handling and maximum retrieval of the instrument.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Descriptively, mean score (\bar{x}) and standard deviation (SD) were used to analyse the data collected for the study. The responses to each

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



item in each cluster were summed up and a mean score (\bar{x}) obtained and used for the study. A mean score of 2.5 was taken as the criterion mean. This means that item mean score that is 2.5 and above was considered sufficient to be influenced by female teachers on child's development, while mean for calculating mean score (\bar{x}) and t-test scores below 2.5 was considered not sufficiently influenced by female teachers on child's development.

Inferentially, t-test for difference between means was used to test the hypotheses at 5% significant level.

Result Presentation

What is the influence of female teachers on child's emotional development in Enugu education zone of Enugu State?

Table 1: Mean scores and standard deviation of female primary and secondary school teachers on the influence of female teachers on child's emotional development in Enugu education zone of Enugu State

S/ N	Items	Female Pri. School Teachers		Female Sec. Sch Teachers		Overall N = 120		
		Mea n	S	Mea n	S	Mea n	S	DC
1	I encourage my children to tolerate others	2.61	0.68	2.58	0.64	2.61	0.66	A
2	I ensure that my children are not emotionally unstable by constantly advising them	2.50	0.67	2.51	0.68	2.51	0.68	A
3	I ensure that my children are happy always	3.55	0.66	3.57	0.69	3.55	0.68	A
4	I ensure that my children are not subjected to extreme stress	2.58	0.66	2.56	0.67	2.56	0.67	A
5	I show much concern for their emotional problems	2.56	0.68	2.54	0.66	2.54	0.67	A

Influence Of Female Teachers On Child Emotional Development In Enugu Education Zone Of Enugu State

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



¶ I make sure that my children are not engage in strenuous activities at home	3.02	0.60	3.04	0.57	3.02	0.55	A
¶ I make sure that my children have adequate rest at home	2.90	0.57	2.92	0.59	2.92	0.58	A
¶ I encourage my children to abstain from anger	3.60	0.67	3.61	0.68	3.60	0.68	A
Cluster Mean	2.92	0.65	2.91	0.64	2.91	0.6	A

5

Key: S = Standard Deviation; DC = Decision; A= Accepted

Table 1 presents the findings on the influence of female teachers on child emotional development in Enugu education zone of Enugu State, which revealed that female teachers actually influenced the child emotional development in Enugu education zone of Enugu State; with the following mean scores and standard deviations: 2.61, 2.51; 2.55, 2.56; 2.54, 3.02, 2.92, 3.60 and 0.66, 0.68; 0.68, 0.67; 0.67, 0.55, 0.58, 0.68 correspondingly. This entails that female primary and secondary school teachers agree that female teachers have influence on child's emotional development. Equally, the finding signifies that female primary and secondary school teachers agree that female teachers have influence on child emotional development. Relatively, primary and secondary school teachers with a cluster mean scores and standard

deviation of: 2.92, 0.65 and 2.91, 0.64 respectively also showed that female school teachers have influence on child's emotional development. The overall mean for all the respondents show a cluster mean score of 2.91. This shows a decision level of agree which has been rated above the agreed criterion mean of 2.5. Therefore, the table indicated that female teachers have influence on child emotional development in Enugu education zone of Enugu State.

H₀₄: There is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child's emotional development.

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah



Table 2: Two tailed t-test of mean score difference on hypotheses at 5% significant level

Group	of Mean	S²	N	DF	t-	t-	Decision
Female					calculated	critical	
Teachers							
Primary School	2.92	0.65	62				
Secondary School	2.91	0.64	58	118	0.0848949	1.96	Not Rejected

From table 4B above it is evident that the null hypothesis that there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child’s emotional development is not rejected. This is because the t-calculated (0.0848949) is less than t-critical (1.96). Therefore, the mean difference is not statistically different at 5% significant level. Thus, there is no statistically significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence of female teachers on child’s emotional development.

Discussion of Results

The results of the study as shown in Table 4 indicated that female primary and secondary school teachers agreed that female teachers have influence on child emotional development in Enugu education zone of Enugu State. It was revealed in the study that there is no statistically

significant difference between the mean scores of female teachers in primary and secondary schools of Enugu education Zone of Enugu State on the influence female teachers on child emotional development. The female primary and secondary school teachers agree that they encourage their children to tolerate others, ensure that their children are not emotionally unstable by constantly advising them and ensure that they are not subjected to extreme Stress. Equally, female primary and secondary school teachers agree that they show much concern for their emotional problems make sure that their children are not engage in strenuous activities at home and have adequate rest at home. Relatively, they strongly agree that they ensure that their children are happy always as well as encourage them to abstain from anger. This is an indication that a child's degree of emotional development depends to a large extent on the mother’s level of education. In line with the above statement, Abama and Kwaja (2013) relate that mothers with high level of education seem to

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



be responsive to their children and are willing to listen to their questions. Their disciplinary methods are supportive rather than punitive. In other words, children of such mothers are free to ask questions because of the training they got from their educated mothers. On the contrary, Abanihe (2009) upholds that mothers with low level of education appears to be low in warmth and control and are not concerned about their child's development. This will no doubt influence the emotional development of their children.

Conclusion

Based on the finding it was concluded that female e teachers influences child emotional development.

Educational Implications

Based on the findings of the study, female primary and secondary school teachers agree that they encourage their children to share their problems with them, engage their children peer group in dialogue and ensure that their children come home early. This is an indication that female teachers have influence on the social development of children as well as care for their children.

It was revealed in the study that female primary and secondary school teachers agree that they encourage their children to tolerate others, ensure that their children are not emotionally unstable by constantly advising them and ensure that they are not subjected to extreme stress. This is an indication that a child's degree of emotional development depends to a large extent

on the female teacher that is always with the child.

Recommendations

Based on the finding of the study, the authors recommends that;

- i. Teachers as executors of educational policies should not stereotype subjects as has been the case, rather students should be encouraged to choose their subjects based on their ability and interest.
- ii. The society should abolish cultural beliefs and traditional practices that make women have limited access to economic rights and privileges. Hence, those societal values and norms such as the practice of patriarchy that accorded women lower social status and hinders them from exhibiting their hidden potentials should be abolished

REFERENCES

- Mussen, A., Conger, H & Kagan, U (2011). Child development and personality Harper. Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization. 7 (1).
- Nworgu, B.G. (2013). *Educational Research: Basic Issues and Methodology*. Nsukka: University Trust Publishers.

Dr. Nnamdi N. S. Ene, Dr. Blessing Anukaenyi and Nnamani, Chinyere Deborah

Advance Journal of Education and Social Sciences

Adv. J. Edu. Soc. Sci

Volume: 6; Issue: 12

December, 2021

ISSN: 2237 – 1470

Impact Factor: 5.391

Advance Scholars Publication

Published by International Institute of Advance Scholars Development

<https://aspjournals.org/ajess>



Obinaju, Q. I. (2004). *Theories of Early Childhood education. Theory and Practice*. Calabar: BON University Ltd, 29-42.

UNICEF (2013). *Early Marriage: A harmful traditional practice*. New York: United Nation.

Universal Basic Education Commission (UBEC 2009). *The Compulsory, free, Universal Basic*

Birch, S. A. & Ladd, G. W. (2009). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*, 61-79.

Howes, C. & Aitkins, J. W. (2012). Peer relations in the transition to adolescence. *Advances in Child Development and Behaviour, 29*, 195-230.

Howes, C. (1999). Attachment relationships in the context of multiple caregivers. In: Cassidy, J., & Shaver, P.R. (Eds.). *Handbook of Attachment. Theory, Research and Clinical Applications*, (pp. 671 - 687). The Guildford Press. New York. London.

Sava, F. A. (2001). Causes and effects of teacher conflict-inducing attitudes towards pupils: a path analysis model. *Teaching and Teacher Education, 18*, 1007-1021