

MANAGEMENT OF DISPARITIES AS PREDICTORS OF IMPROVED TEACHERS' ATTITUDE TOWARDS QUALITY INSTRUCTIONAL DELIVERY IN NSUKKA EDUCATION ZONE

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Abstract

The study management of disparities as predictors of improved teachers' attitude towards quality instructional delivery in Nsukka Education zone Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlation survey research design with a population of 62 principals in the 62 schools in Enugu State, Nigeria. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments, Management of Disparities Questionnaire (MDQ) and Improved Teachers' Attitude to Quality Instructional Delivery Questionnaire (ISAQIDQ). The instruments were face validated by three experts in the relevant areas. The internal consistency through Cronbach alpha was used to estimate the reliability coefficients of 0.07 and 0.77 for MDQ and ISAQEQ respectively. Simple regression was used to answer the research questions while t-test associated with simple regression will be used to test the hypotheses at 0.05 level of significance. The study revealed that management of religious diversity and gender differences to a high extent predicted positive attitude towards quality education delivery in Nsukka Education Zone. It was recommended among others that the principals should respect the fundamental teachers' right of freedom to worship but should regulate preaching religiously during instructional periods.

Keywords: Management of disparities, teachers' attitude. quality instructional delivery

Introduction

Teachers' attitude towards effective instructional delivery is a serious issue of concern to educational stakeholder. Teachers are indispensably necessary for the implementability of instructions in the school setting. A teacher is one that is a professional educator (Chasani, 2022). A teacher is a professionally trained instructors that take the responsibility deriving learning content from the curriculum in order to ensure proper values to knowledge and life of the students (Harahap, 2022). Harahap further stressed that teachers are saddled with the responsibility of human development and instructional management and administration in the school. This implied that the attitude of the teachers towards instruction and instructional delivery is necessary.

Attitude can be seen as one state of emotional, mental and physical reactions to the environmental stimuli. Attitude can also be described as the way an individual defines behaviour, activities or somebody in order to react positively or negatively (Cherry, 2024). Cherry further stressed that attitude is a bundle of emotions, beliefs and behaviors about a person, a thing or an object. In the same vein, attitude is a concept that means a define way of thinking, reacting and behaving (Mensah, Okyere & Kuranchie, 2013). To Bohner and Wanke (2002), attitude is defined as a perception of an individual about an object or thought. Furthermore, attitude is the demonstration of the thoughts, beliefs, attributes of person about environmental stimuli (Maio, Maio & Haddock, 2010). An individual's attitude is the relatively permanent behavior which can current define his totality (Bain,

1928). To Niwlikar (2020), attitude is a relatively stable disposition of feelings, thoughts, beliefs and behaviours with reference to individuals, events or activities. Teachers' attitude to instructional delivery can be seen as their deposition and perception of the entire processes of teaching act. Attitude towards teaching can be seen as the teachers' level of engagement in the instructional processes (Niwlikar, 2020). Teachers' attitude entails the behavioural manifestations before, during and after instructional delivery. Teachers' attitude can be positive or negative. A positive attitude of the teacher is one that supports the teaching processes through proper development of required teaching mind set. On the other hand, negative attitude is the one that provides negative interpretations of the thoughts, beliefs, values and activities around the teaching profession.

The state of negative attitude of secondary school teachers in Nsukka Education is a source of concern to all and sundry. Personal observations have revealed that in Nsukka education zone, most of the teachers obviously manifest negative attitude to work. This observation is in tandem with the finding of Ozioko (2025) which revealed that above 50% of teachers in Enugu state manifest poor and negative attitude to their teaching career. In the same vein, Nzeako (2025) found that good number of these teachers arrive late to school even before dismissal periods. These scenarios may be attributed to so many factors such as the principals' leadership styles, students' level of commitment and teachers' characteristics. The researcher is interested in teachers' characteristics such as religious diversity and gender differences. These factors are necessary to be investigated because of the heightened level of diversity challenges bedeviling the education sector. Diversity is indispensable composition of employees in the workplace especially in the school system. Diversity can be seen as the differences that exist among the teachers especially in their social demographic compositions. Diversity is the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement (Nwabueze & Ikegwuru, 2014). These differences among the teachers need to be managed in the school system for harmonious work relationship.

Management can be seen as the deliberate efforts by the school administrators in getting teachers to discharge their responsibilities in the most effective and efficient manner. Management is the inspection, supervision, organizing, planning and executing responsibilities in the school (Nwabueze & Ikegwuru, 2014). The management can be directed towards the teachers' diversities in order to ensure content coverage. Managing teachers' diversity is an avenue to learn ways of embracing their cultural, political and religious differences as well as eliminate the barriers of tribalism, racism, sexism, and prejudice. When diversity is not properly managed, it can lead to conflicts resulting in considerable costs in the attainment of goal and objectives of education among students.

Effective management of teachers' diversity in secondary school system requires school administrators re-evaluating their approaches in handling the identified dimensions of diversity. It is not surprising that racism, ethnocentrism, gender, socio-economic and age differences which extend to the classroom. The Nigerian society has always been ethnically and culturally diverse. Diversities may include not only differing races, ethnic origin, gender and age, but also these of differing physical and learning ability, sexual identity, lifestyle and religion. Religion is seen as the peoples' beliefs and opinions concerning the existence, nature and worship of God, a god or gods and divine involvement. Religion is a personal system of beliefs and practices relating to divine or a set of strongly held beliefs, values, and attitudes that somebody upholds (Kathy, 2001). The upholding of different religious practices can be attributed to religious diversity. To

Kate (2014), religious diversity is the presence of different religious practices. Kate further stressed that religious diversity in the work place can bring a about many benefits in the cooperation and cohesion. In managing religious diversity, tolerance and acceptance of different religious practices are important as they can bring about group cohesion.

Apart of religious diversity, there is also the issue of gender diversity. In the view of Zembar and Biurne (2011), gender can be seen as. According to Fan, Umaru and Nseendi (2016) gender is a broad analytical concept which defines the roles of and responsibilities of women compared to those of men. From this definition, gender involves all the characteristics of men and women ascribe to them by a particular society. In the same vain, Wayar (2017) defined gender as the social relationships, roles and duties of men and women, and the expectations held about the characteristics, attitudes and behaviors of both men and women. Gender can be seen as the disposition of the teachers being male or female. The management of teachers' gender difference is a strong determinant of their level of commitment in the school (Wayar, 2017). In the same vein, it was found that gender management is a significant approach to employees' job satisfaction (Fan, Umaru & Nseendi, 2016). To this end, the study investigated the management of disparities as predictors of improved teachers' attitude towards quality instructional delivery in Nsukka Education Zone teachers' Improved Teachers' Attitude and Quality Instructional Delivery Management of Disparities (Religion and Gender).

Purpose of the Study

The study investigated the management of religious diversity and gender differences predicted positive attitude towards quality education delivery in Nsukka Education Zone. Specifically, the study sought to determine:

1. the predictive power of religious diversity management on teachers' attitude towards quality education delivery in Nsukka Education Zone.
2. the predictive power of gender differences management on teachers' attitude towards quality education delivery in Nsukka Education Zone.

Research Questions

The following research questions posed were answered in this study.

1. What is the predictive power of religious diversity management on teachers' attitude towards quality education delivery in Nsukka Education Zone?
2. What is the predictive power of gender differences management on teachers' attitude towards quality education delivery in Nsukka Education Zone?

Hypotheses

The following hypotheses were tested at 0.05 level significance.

1. there is no significant predictive power of religious diversity management on teachers' attitude towards quality education delivery in Nsukka Education Zone.
2. There is no significant predictive power of gender differences management on teachers' attitude towards quality education delivery in Nsukka Education Zone.

Methods

The study adopted a correlation survey research design with a population of 62 principals in the 62 schools in Enugu State, Nigeria. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments, Management of Disparities Questionnaire (MDQ) and Improved Teachers' Attitude to Quality Instructional Delivery Questionnaire (ISAQIDQ). Management of Disparities Questionnaire (MDQ) has two sections of A and B. Section A contains the demographic

information of the respondents such as religious affiliation and gender. Section B has two clusters on Religious Diversity Management and Gender Diversity Management. Each of the clusters in MDE has ten items depicting minimum and maximum response scores of 10 and 40 respectively. The MDQ was structured on a 4 point response format of Very High Extent, High Extent, Moderate Extent and Very Low Extent. The second instrument, Teachers' Attitude to Quality Instructional Delivery Questionnaire (ISAQIDQ) has two sections of A and B. Section A has the demographic information of the respondents while section B contained 15 items to elicit information on teachers' attitude to quality instructional delivery. The ISAQIDQ has minimum and maximum response scores of 15 and 60 respectively. The ISAQIDQ was structured on a 4 point response format of Very High Extent, High Extent, Moderate Extent and Very Low Extent. The instruments were face validated by three experts in the relevant areas. The internal consistency through Cronbach alpha was used to estimate the reliability coefficients of 0.07 and 0.77 for MDQ and ISAQEQ respectively. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1: What is the predictive power of religious diversity management on teachers' attitude towards quality education delivery in Nsukka Education Zone?

Table 1: linear regression of the predictive power of religious diversity management on attitude towards quality education delivery

Model	R	R Square	Adjusted R Square	Decision
1	.89 ^a	.79	.76	High predictive power
Decision rule: 0.00 – 0.20 (Very Low), 0.20 – 0.40 (Low), 0.40 – 0.60 (Medium), 0.60 – 0.80 (High) and 0.80 and above (Very High).				

Data on table 1 shows that the regression and regression square values are 0.89 and 0.79 respectively. The coefficient of determinism of 79% showed that religious diversity management predicted to a high extent positive attitude towards quality education delivery in Nsukka Education Zone. The 21% variance in positive attitude towards quality education delivery in Nsukka Education Zone is not accounted for religious diversity management.

Hypothesis 1: there is no significant predictive power of religious diversity management on teachers' attitude towards quality education delivery in Nsukka Education Zone.

Table 2: t-test associated with linear regression of the predictive power of religious diversity management on positive attitude towards quality education delivery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.98	1.39		2.16	.00
	religious diversity management	.84	.01	.89	3.37	.00

Data on table 2 showed that the t-test value associated with linear regression is 3.37. The hypothesis is rejected because the significant value of 0.00 is less than the alpha

value of 0.05. Therefore, religious diversity management significantly predicted positive attitude towards quality education delivery in Nsukka Education Zone.

Research question 2: What is the predictive power of gender differences management on teachers' attitude towards quality education delivery in Nsukka Education Zone?

Table 3: linear regression of the predictive power of gender differences management on attitude towards quality education delivery

Model	R	R Square	Adjusted R Square	Decision
1	.88 ^a	.77	.70	High predictive power

Decision rule: 0.00 – 0.20 (Very Low), 0.20 – 0.40 (Low), 0.40 – 0.60 (Medium), 0.60 – 0.80 (High) and 0.80 and above (Very High).

Data on table 3 shows that the regression and regression square values are 0.88 and 0.77 respectively. The coefficient of determinism of 77% showed that gender differences management predicted to a high extent positive attitude towards quality education delivery in Nsukka Education Zone. The 23% variance in positive attitude towards quality education delivery in Nsukka Education Zone is not accounted for gender differences management.

Hypothesis 2: There is no significant predictive power of gender differences management on teachers' attitude towards quality education delivery in Nsukka Education Zone.

Table 4: t-test associated with linear regression of the predictive power of gender differences management on attitude towards quality education delivery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.13	1.40		8.06	.00
	gender differences management	.80	.09	.88	7.00	.00

Data on table 4 showed that the t-test value associated with linear regression is 7.00. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, gender differences management significantly predicted positive attitude towards quality education delivery in Nsukka Education Zone.

Discussion

The finding of this study showed that management of religious diversity and gender differences predicted positive attitude towards quality education delivery in Nsukka Education Zone. The finding of this study showed the more the teachers' religious diversity is managed the more they will record more effective instructional delivery. This showed that religious criticisms in the school can demoralize the teachers in effectively discharging their statutory responsibilities in the school. The finding of this study is in agreement with that of Kathy (2001) which showed that management of religious practices can enhance effective classroom control. In the same vein, the finding of this study buttressed that of Kate (2014) which showed that religious diversity management can bring about group cohesion.

The finding of this study showed that management of gender differences predicted positive attitude towards quality education delivery in Nsukka Education Zone. The finding of this study has shown that proper accommodation of teachers in school activities can encourage them in their job responsibilities. The finding of this study is in agreement with that of Fan, Umaru and Nseendi (2016) which showed that gender consideration in job assignment is necessary for job enhancement. The finding of this is in tandem with that of Wayar (2017) which showed that management of teachers' gender difference is a strong determinant of their level of commitment in the school. Furthermore, the finding of this study is in support of that of Fan, Umaru and Nseendi (2016) which found that gender management is a significant approach to employees' job satisfaction.

Recommendations

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

1. the principals should respect the fundamental teachers' right of freedom to worship but should regulate preaching religiously during instructional periods.
2. the school authorities should be gender sensitive in the sharing of school responsibilities.

Conclusion

Based on the finding of this study, it was concluded that proper management of teachers' religious and gender diversities can significantly bring about the rightful attitude towards effective instructional delivery in secondary schools in Nsukka Education Zone.

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