

Teachers Quality as a Correlate of Internal Efficiency of Secondary Schools in Kaduna State, Nigeria

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ABSTRACT

The study examined Teachers' Quality and Students' Academic Performance in Kaduna State, Nigeria. The study adopted descriptive survey research design. Secondary schools principals' drawn randomly across the Educational zones were respondents to the Teachers' Quality and Academic Performance of Secondary Schools Questionnaire (TQAPSSQ) which was used to collect relevant data. Descriptive and inferential statistics were used to answer the research questions and test the hypothesis at 0.05 level of significance respectively. The study revealed that the quality of teachers in the state was not adequate and students' academic performance was a matter of concern; that there was a significant relationship between the quality of teachers and students' academic performance. It was recommended that the non - professional and NCE teachers be encouraged to pursue in-service training and remedial teaching for weak students.

Keywords: Teachers' Quality, academic performance, senior secondary school, kaduna state, and Nigeria

INTRODUCTION

The pace of educational development had moved faster than that of economic development worldwide; thus education budgets appear to be under pressure. Nigeria, like many other developing countries is not spared from the economic meltdown. There had been a sudden significant drop in oil revenue and a consequent reduction in the amount of resources available for distribution among the various sectors of the nation's economy. Despite the scarcity of resources, there is the need to expand and reform the educational system and ensure its quality in meeting the popular demand. Among the human resources required for the production function of the school system, teachers are the most vital. This is because they play great facilitative role in the teaching – learning process. According to Adeyemi and Akpotu (2009), in spite of the advancement in science and technology, the teacher is not yet displaced in the classroom nor has his important role diminished. Teachers seem to have profound influence in the social – cultural development of their society, since they influence many values directly or indirectly to their students. No wonder Chukwu (2003), Famade (2003), The National Policy on Education (2006), Ibukun (2009) and Okebukola (2010) identified teachers' quality and dedication as significant predictors of quality of education.

The success of any organization is a resultant effect of quantity and quality of its working force. Ibukun (2009) opined that teacher holds the key to nation building. The aspiration of any nation to transform into a greater country can only be possible if there are competent and dedicated teachers to impact the appropriate attitude skills and knowledge. Adegbe mile (2004) reported that the predominance of women in the job, problems of attrition in the teaching force and the dwindling enrolment in teacher education programmes especially the male applicants seeking admissions into tertiary institutions are as a result the low social

status accorded to teachers in Nigeria. Teachers' welfare and conditions of service are not enticing enough to attract and retain the best brains in Nigeria.

The influences of experience on teacher's performance in schools have been highlighted by many researchers. Akinleye (2001) and Commeyas (2003) asserted that experience improves teachers' teaching skills while students learn better in the hands of teachers who have taught them continuously over a period of time. In addition, the school environment was highly repellent. School buildings were dilapidated, inadequate teaching – learning facilities and in most cases, the classrooms were overcrowded. All these could alter the attitude of teachers to work and the teachers can hardly give their best in this situation. These make it difficult for the educational sector to attract and retain the top-quality personnel that are required to function in the system, especially at the primary and secondary levels. On gender influence on educational achievement Duyilemi (2003) argued that women are not inferior to men in intellectual ability. He further said that women can actually lead men to achieve great height if they are given the chance but Ogunmola – Bamidele et al (2002) opined that male students tend to excel in education matters.

The main focus of this study is Senior Secondary Education which is the form of education the children receive after basic education and before tertiary stage (NPE, 2004). The broad goals of Secondary education is the preparation of individual student for useful living in the society and preparation for higher education with seven other specific goals logically presented. The Senior Secondary School is supposed to be comprehensive with basic subjects that would enable students to offer arts or science in higher education and curriculum is designed to make graduate at this level employable but the abysmal poor performance of Senior Secondary School students in Nigeria has been of much concern to politicians, parents educationist and all concerned individuals.

STATEMENT OF PROBLEM

The poor recurring performance of Senior Secondary School students in their final Senior School Certificate Examinations is a matter of concern to all and sundry in spite of declarations by various civilians' administrations in the state that a substantial amount of their budgets were being spent on Education. This unhealthy situation calls for investigation as it appears that the available teachers are probably not well managed by the State Teachers Board and Ministry of Education.

PURPOSE OF THE STUDY

The main purpose of this study is to investigate the Teachers Availability and Academic Performance of Secondary Students in Kaduna State, Nigeria. In specific terms, the study is to:-

1. Examine the availability and quality of teachers in Senior Secondary Schools in Kaduna State, Nigeria.
2. Examine and compute the level of students' academic performance in their senior school certificate examinations.
3. Find out the influence of gender on students' academic performance in secondary Schools in Kaduna State, Nigeria.
4. Determine the extent and direction of the relationship between quality of teachers and academic performance of students in Senior Secondary Schools in Kaduna State, Nigeria.

SIGNIFICANCE OF THE STUDY

This research becomes necessary as the outcomes could be a guide to the school planners and administrators to be able to identify the extent of the status, distribution and use of teachers in all the secondary schools in the State. It is hoped that the findings of this study would help to guide the policy makers and educational managers those things that need to be put in place to make learning attractive.

RESEARCH QUESTIONS

1. What is the quality of teachers in Senior Secondary Schools in Kaduna State, Nigeria?
2. What is the level of academic performance of secondary students in Senior Secondary Schools in Kaduna State, Nigeria?
3. To what extent do the level of academic performance of secondary students in Kaduna State, Nigeria varies with gender?

RESEARCH HYPOTHESES

H₀₁: There is no significant difference the level of academic performance of male and female students in Senior Secondary Schools in Kaduna State, Nigeria.

H₀₂: There is no significant relationship between quality of teachers and students' academic performance in secondary schools in Senior Secondary Schools in Kaduna State, Nigeria.

RESEARCH METHDOLOGY

The study adopted a survey design. The population of this study comprises of all public Senior Secondary Schools in Kaduna State, Nigeria. 100 secondary schools were selected by proportionate random sampling from all the Senior Secondary Schools located in the twelve educational zones of the state. The principals in the 100 schools were the sample used for this study.

Instrument for Data Collection

The researcher developed a questionnaire called Teachers' Quality and Internal Efficiency Secondary School Questionnaire (**TQIESSQ**) which served as the main instrument for data collection. The TQIESSQ consisted of two sections. Section A sought for background information on the secondary school. Section B sought for school enrolment figures, number of teachers by qualifications and teachers work load. Section C sought for students' performance in WAEC and NECO/SSCE between 2008 and 2012.

Validity of Instrument

The instruments were given to two specialists in Educational Management for validation with regard to terminology that was used to measure the intent of the study. Their corrections were used in the reconstruction of the instrument.

Reliability of the Instrument

To ensure the reliability of the instrument, a test-re-test technique was employed. A pilot study was carried out by administering the TQIESSQ instrument at intervals of two weeks on 20 non-participating Senior Secondary School Principals from Kaduna State. The reliability test was calculated using the Person Product Moment Correlation. A correlation co-efficient of 0.98 was obtained.

Data Collection

After selecting a school for participation in the study, a letter was sent to the principals through their respective Zonal Education Officers with explanation on the nature and importance of the research. The TQIESSQ was included in a packet that was mailed to the schools. The completed questionnaires were collected personally while others were collected through their respective Zonal Education Officers. 98 respondents comprising all the principals of the sampled schools completed the questionnaire properly. This amount to 98% return rate.

Data Analysis

The statistical techniques for the data collected varied in accordance with the nature of research questions and hypotheses. Tables, frequency counts and percentages scores were computed to answer the research questions. The t- test was used to test hypothesis 1 and the Pearson Product Moment Correlation Co - efficient was used to test hypothesis 2. The null hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the quality of teachers in Kaduna State, Nigeria?

To answer this question, frequency counts and simple percentages were used. The summary is shown in table 1.

Table 1. Summary of Qualities of Teachers in Senior Secondary Schools in Kaduna State, Nigeria

Teachers Qualification	Years of Experience										Total No of Teachers	
	Less than 5 Years		5 – 10 Years		11 – 15 Years		16 – 20 Years		Above 20 Years		Freq.	Perc. %
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
M. Ed	-	-	-	-	04	1.1	16	8.4	10	4.0	30	1.78
B. Ed	16	4.5	40	7.5	20	5.7	04	2.1	52	21.0	132	7.85
B.Sc. / B.A / HND	-	-	16	3.0	10	2.8	20	10.5	60	24.2	106	6.30
NCE	130	36.3	274	51.3	256	72.7	136	71.6	80	32.3	878	52.20
B.Sc, B.A/HND	180	50.3	184	34.5	60	17.1	14	7.4	46	18.5	484	28.78
Others	32	8.9	20	3.7	02	0.6	-	-	-	-	52	3.09
Total	358	100	534	100	352	100	190	100	248	100	1682	100

Source: Field work 2012

The data presented in table 1 showed that a total of 892 (53.3%) members of the teaching staff had less than 11 years of teaching experience while 248 (14.7.%) 14.7 percent had above 20 years of teaching experience. The table further showed that 878 (52.2%) members of the teaching staff had NCE out of which 130 of them had less than 5 years of teaching experience and 668 of them had experience ranged between 5 and 20 years.

Research Question 2: What is the level of academic performance of secondary students in Kaduna State, Nigeria?

To answer this question, the data collected were summed up for all the sampled schools and percentages were used for the analysis. The summary is shown in table 2.

Table 2. Students’ Academic Performance in the Sampled Senior Secondary Schools in Kaduna State, Nigeria between 2007/2008 and 2011/2012 Academic Sessions

<i>Academic Session</i>	<i>Total No of Candidates Presented for WAEC/NECO SSCE</i>	<i>Total No of Students with five credits including Mathematics and English Language</i>	<i>Percentage</i>
2007/2008	1680	481	28.6
2008/2009	2041	632	32.0
2009/2010	2686	910	33.9
2010/2011	2763	802	29.0
2011/2012	2985	827	27.7

Source: Field Work 2012

Table 2 indicates that only 28.6%, 32%, 33.9%, 29% and 27.7% of the total candidates enrolled for WAEC/NECO Senior School Certificate Examinations in 2007/2008, 2008/2009, 2009/2010, 2010/2011 and 2011/2012 respectively were able to meet the minimum requirement for higher education.

Research Question 3: To what extent do the level of academic performance of secondary students in Kaduna State, Nigeria varies with gender?

To answer this question, the data collected were summed up for all the sampled schools to find out the number of candidates that were able to obtain five credits including English Language and Mathematics. Percentages were used for the analysis. The summary is shown in table 3.

Table 3. Students’ Academic Performance in The Sampled Secondary Schools in Kaduna State, Nigeria Between 2007/2008 and 2011/2012 Academic Sessions By Gender

<i>Total No of candidates presented for WAEC/NECO SSCE between 2008 - 2010</i>			<i>Total No of students with five credits including mathematics and English language</i>			<i>Percentage</i>		
<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5526	6629	12155	1804	1848	3652	14.8	15.2	30

Source: Field wok 2012

Table 3 Shows that 3652 students out of 12,155 candidates enrolled for either WAEC/NECO SSCE as revealed in table 2 were able to obtain five credits including English and mathematics between 2007/2008 and 2011/2012 academic sessions. The performance rate was 30%. The table further reveals that the performance rate for girls is slightly higher than of the boys while boys was 14.8 percent that of the girls was 15.2 percent .

Hypothesis One

Ho1: There is no significant difference in the level of performance of male and female students in secondary schools in Kaduna State of Nigeria.

The hypothesis was tested using t – test. The result is shown in table 4.

Table 4. t–test of difference Between Male and Female Students Level of Performance in Secondary Schools in Kaduna State of Nigeria

	Sex	N	Mean	S.D	S.E	DF	T Calculated	T Critical	Decision
Academic Performance	Male	5526	12.146	4.816	0.620	234	4.639 *	1.96	Significant
	Female	6629	15.022	4.703					

* P < 0.05

The value of t-calculated was 4.639. This result was compared to the value of t-critical of 1.96 at 234 degree of freedom and 0.05 level of significance. Since the t- calculated exceeded the critical t-ratio, the null hypothesis which states that there is no significant difference between the performance of male and female students in secondary schools in Kaduna State, Nigeria was rejected. The result showed that there was significant difference in the level of academic performance of male and female students in secondary schools in Kaduna State of Nigeria. Their calculated means of 12.146 and 15.022 for male and female respectively further determines their differences.

Hypothesis Two

Ho2: There is no significant relationship between the quality of teachers and efficiency of secondary schools education in Kaduna State of Nigeria. .

The hypothesis was tested using Pearson Product Moment Correlation Co – efficient. The result is shown in table 5.

Table 5. Summary of Pearson Moment correlation of Quality of Teachers and Level of Internal Efficiency of Secondary schools in Kaduna State of Nigeria

Variables	N	r - Cal	r - Table	df	Remark
Academic Performance	98	0.624*	0.195	116	Significant
Teachers' Quality	98				

*P < 0.05

The result in table 5 indicated that the r – calculated (0.624) is greater than the r – table (0.195) at 98 degree of freedom and 0.05 level of significance. Therefore the null hypothesis which states there is no significant relationship between quality of teachers and Students' academic performance in secondary schools in Kaduna State, Nigeria is rejected. The result showed there was significant relationship between teachers' quality and the level of efficiency of secondary schools in Kaduna State of Nigeria.

DISCUSSION OF RESULTS

Table 1 revealed that graduates without teaching qualification in addition to other members of the teaching staff constitute 31.87 per cent of teachers of all the sampled schools. These set of teachers cannot be perceived as quality teachers. Mastery of subject matter though very

important but it should not be matched with adequate training in the philosophy, psychology, methodologies, sociological and foundational concepts of the subject. Furthermore, majority of those with teaching qualification are holders of National Certificate in Education (NCE) which are mainly meant to teach in junior secondary school as stated in NPE (2006). This shows that secondary schools in Kaduna State of Nigeria teaching personnel are of lower quality. It is not totally surprising that the fail – out rate accounted for the largest proportion of the students were not performing well in their final WAEC/NECO Senior School Certificate Examinations. These findings are in agreement with Famade (2003), Ibukun (2009) and Okebukola (2010) who at various time opined that the nation cannot hope for top quality and efficient education if our secondary schools are staff with ill – motivated and second rate teachers.

Table 2 shows that 3652 students out of 12155 students enrolled for either WAEC/NECO Senior School Certificate Examinations were able to obtain five credits including English Language and mathematics. This represent 30 percent of the total students enrolled in the zone between 2007/2008 and 2011/2012 academic sessions. The t–test of difference between male and female students' levels of efficiency, significant difference was found in the level of performance of male and female students in secondary schools in Kaduna State of Nigeria. The value of t–calculated of 4.639 exceeds the critical t–ratio of 1.96 at 96 degree of freedom at 0.05 level of significance as shown in table 4 implies that significant difference exist between male and female students in their level of academic performance. There calculated mean of 12.146 and 15.022 for male and female respectively further determines the level of differences. The findings in respect of hypothesis two agreed with Duyilemi (2003) who in their separate studies had argued that women are not inferior to men. However, the result differs from the findings of Ogunmola – Bamidele et al (2002) who opined that male students tend to excel in education matters. Therefore the findings that both male and female students defer in their level of academic performance are not misleading.

The result of this study as shown in table 4 indicated that there is a significant relationship between teachers quality and students' academic performance in secondary schools in North West geo – political zone of Nigeria (r – calculated =0.624 , r - table =0.195). This result revealed that positive relationship exists between the quality of teachers and students' academic performance. This is in agreement with Adeyemi and Akpotu (2009) who found that teachers are the key drivers of internal school conditions for effectiveness. This result further corroborates the findings of Chukwu (2003), and Ibukun(2009) at various studies identified teachers' quality as significant predictors of quality of education

CONCLUSION

The study emphasized that the quality of teachers is related to the level of students' academic performance. This implies that for secondary school to be efficient and effective, teachers in the school system should be qualified. Majority of the teachers in Kaduna State, Nigeria as at the time of this study were NCE holders and non - professionals. This shows that secondary schools teaching personnel in the state are of lower quality as NCE holders are meant to teach in the Junior Secondary Schools. The result of the findings showed that the incident of low level of students' academic performance in Secondary schools in Kaduna State of Nigeria, is real and quite persuasive.

RECOMMENDATIONS

As a result of the findings and conclusions from this study, the some recommendations are made for the improvement of internal efficiency secondary schools in Kaduna State, Nigeria:

1. The NCE teachers and the unqualified teachers should be encouraged to pursue in-service training in order to enhance their professional competence.
2. Secondary schools should be encouraged to provide more remedial teaching for weak students and slow learners after the normal school hours.
3. Teachers are the direct recipients of the children from home. Teachers in this respect should make the classroom pleasant and attractive to students
4. The teachers need to be motivated with the provision of all the necessary incentives such as adequate salaries, good working conditions and other fringe benefits that compare favorably with what their counterparts in other professions receive.

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