THE RELATIONSHIP BETWEEN TEACHER QUALITY AND JUNIOR SECONDARY STUDENTS' PERFORMANCE IN ENGLISH JSCE: A CASE STUDY OF GIWA EDUCATIONAL ZONE. KADUNA STATE

MIDAT, Caroline Yunana
Nigerian Institute of Leather and Science Technology (NILEST)
Zaria, Kaduna State
E-mail: carolinemidat@gmail.com
Phone No: +234-813-432-3356

Abstract

The study examines the relationship between teacher quality and junior secondary students' performance in English: a study of selected schools in Giwa educational zone. Survey research design was adopted for the study. A total of forty three English teachers and three hundred and fifty five Junior Secondary School Students were randomly selected for the study. The instrument used for data collection was a four point rating scale questionnaire on teacher quality. The instrument was validated and pilot tested, using Kuder Richardson (KR - 20) the reliability index was 0.78, while examination result spread sheet from the secondary schools were used to collect examination academic achievement. Mean and standard deviation were use to answer the research question while Pearson's product Moment Correlation Coefficient (PPMC) was used to test the hypothesis. The result revealed that, there is a significant relationship between teacher qualification and students academic achievement and there is a significant relationship between teacher pedagogical skills and students academic achievement. Based on this finding it was recommended among others that teachers' knowledge on pedagogical skills should be updated continuously through training and retraining.

Introduction

Education is a tested tool which nations of the world depend on to develop growth of human capital and economic empowerment for her citizens. The important of quality education to the development of any nation cannot be over emphasized; education have contributed and still contributing to every aspect of human life and national development. The developed nations have developed socially, economically, politically and technologically because of the quality of their education. Hence, every developed nation pays a great emphasis to an effective and quality education to its citizen so as to make them effective and productive in the society. Education therefore, is a process of modifying the life of an individual to become a useful and effective member of the society (Kolo, 2005).

Education is recognized in Nigeria as the major yardstick for promoting rapid national development. In recognition this importance, the federal government of Nigeria describe education as an instrument per excellence.

But despite the significance role of education to the life of an individual and the development of the nation, the performance of the students in both internal and external examination in English is not encouraging for instance the performance of students in West Africa examination council (WAEC) and national examination council (NECO) is annually declining. According to a documentary on the

challenges of education sector of Nigeria presented by an NTA reporter dated 20th march 2012, revealed that over 60% of the students who sat for November/December West Africa examination council performed below average. Okebukola (2012) observed that in the senior secondary school certificate examination (SSCE) conducted by National Examination Council (NECO) in the last five years, more than 75% of candidates who sat for subjects that will qualify them for admission into the university fail to earn credit pass in may/june examination in which English is a basic requirement for university admission. English is the medium of communication in the classroom in Nigeria, the effective communication of the subject matter will enhance teaching and learning and in turn improves students performance in the subject matter but this might have not been the case in.

Researchers have attempted finding out the causes of students' poor performance in science subjects. Problems identified among others include: Poor teaching methods, poor infrastructure and inadequate instructional materials, teacher – centred instruction and lack of qualified teachers (Olorukoba, 2007; Olaofe, 2005 & Yaki, 2011)

A teacher is the most important person for the realization of the goals and objective of the national policy of education. This probably explains why the national policy on education (FGN, 2006) stresses the need to accord teacher education a prominent place in educational planning. The policy further maintains that among other things, the mission of teacher education should be to; produce highly (motivated) conscientious and efficient classroom teachers for all levels of the educational system, and provide teachers with the intellectual and professional background adequate for their assignment.

The quality of teachers will continue to be given a major emphasis in education because no educational system can rise above the quality of its teachers (FGN, 2006). This is because the quality of teachers determine to a large extent, the quality of the educational system itself. Professional teachers in particular are crucial to the formulation and successful implementation of educational polices in any country In spite of all that is mentioned above, it has been said that lack of qualified teachers is one of the greatest contribution towards the dwindling standard of education observed that the engagement of non-professionals as teachers were responsible for the low quality of teaching in schools (Attahiru & Umar, 2002). For instance, in the northern state of Nigeria, for instance out of 207,081 teachers in primary school, only 51,630 i.e.25% were qualified while in the southern states out of 212,000 primary schools teachers, 114,810 i.e. 54% were qualified (Olaofe, 2005). Teacher quality has shamelessly moved on the declining plane from a large number of those who cannot teach, to the teachers who unleash who the students incidentally learnt (Olaofe, 2005).

English language is an important subject in the teaching and learning process because it is the medium of communication in the classroom. Inspite of its important role in learning the status of English language in Nigeria is engendered especially in the school system. That the youth especially do not have adequate functional competence in the language is attested to the rate of failure or, low level of performance in external examination. This low level of competence demonstrated by the students' draws attention to the ineffectiveness and inefficiency of teacher qualification and teacher pedagogical skills. In view of this Akinsola (2010) reported that teachers' qualification is significantly related to students' academic performance.

Statement of the Problem

The teacher is a model whose quality could have positive or negative impact on the performance of the students. The quality of the teacher could be measured from different perspectives, from the point of view of qualification, methodology, personality, characters and value. Pyans (1964) cited in Binnual Review (1996) classified these qualities that influence their effectiveness as teaching experience, values, personality and marital status. Professional teachers in particular are crucial to the formulation and successful implementation of educational polices in any country. In spite of this it has been observed that lack of qualified teachers is one of the greatest contribution towards the dwindling standard of education, it is also observed that the engagement of non-professionals as teachers were responsible for the low quality of teaching in schools (Attahiru & Umar, 2002)

Unqualified and non professional teachers are employed to teach the junior secondary schools so long as they can speak English. It is pathetic to note that in the northern state of Nigeria, for instance out of 207,081 teachers in primary school, only 51,630 i.e.25% were qualified while in the southern states out of 212,000 primary schools teachers, 114,810 i.e. 54% were qualified (Olaofe 2005). Against this background, this study sets out to examine the relationship between teacher quality and students' performance.

Purpose of the Study

Purpose of the study is to investigate the relationship between teacher's qualification, pedagogical skills and students' performance in JSSCE examination in english. Specifically the study sought to:

(i) Determine the relationship between teachers' qualification and the performance of students' in JSS 3 final year examination

(ii) Determine the relationship between teachers' pedagogical skills and the performance of students' in JSS3 final year examination

Research Questions

In order to carry out this investigations, the following questions will serve to guide the designs:

(i) What is the relationship between teachers' qualifications and the performance of students' in JSS3 final year examination?

(ii) What is the relationship between teachers' pedagogical skills and the performance of students in JSS 3 final year examination

Research Hypotheses

The following null hypotheses are formulated to guide and direct the conduct of the study

Ho_1. There is no significant relationship between teachers' qualifications and the performance of students' in the JSS 3 examination.

Ho_2. There is no significant relationship between teachers' pedagogical skills and the performance of students in JSS 3 examination.

Methodology

The survey type of educational research designs was employed in the study since the study set out to determine the quality of teachers and its relationships on student performance. The population

for the study comprises the entire English language teachers and students′ of Junior Secondary Schools within Giwa Educational Inspectorate Division of Kaduna state. The total Junior Secondary Schools is estimated to be 68. The sample used for this study was drawn from the total population of English Language teachers and J.S.S Student from Giwa Education Inspectorate Division of Kaduna state. Forty three of the English language teachers and three hundred and fifty five of J.S.S students were used.

The data for this study was generated through questionnaire and J.S.C.E past examination results, questionnaire was administered to English language teachers in the selected Junior Secondary Schools in Giwa and Zaria Educational Divisions. The questionnaire consisted of 39 items, which were divided into section A, sought respondents bio data and personal information. Section B, was concerned with pedagogical skills while section C. was concerned with English teachers′ qualifications. J.S.C.E past result in the year 2010were collected from selected schools record files and were critically examined to verify the students performance in English Language The questionnaires were subjected to critical verification by the experts in English language section of the department of education A.B.U. Zaria. This was to ensure that the item of the questionnaire measured what they are supposed to measure. Necessary adjustment/ corrections were made. The J,S.C.E past result were assumed to be valid, since they were transformed into standard scores. For the purpose of this study, teachers and students records were used using two public junior secondary schools drawn randomly without replacement within Giwa Educational Division. The instrument (questionnaire) was pilot tested in a school that was part of the population but not part of the sample the data yielded a reliability coefficient of 0.83 which was considered for this study. The questionnaire was distributed to the teachers of English in selected schools to fill and return. The students past J.S.C.E results in 2010 were extracted from the students′ files by the help of the school administrators. The data generated via questionnaire and students′ past examination results were analyzed using Pearson′s product Moment Correlation Coefficient, in order to test all the hypotheses. Mean and Standard deviation was used to answer the research questions

Results
The results are presented in line with the stated research questions and formulated hypotheses:

Research Question 1: What is the relationship between teachers′ qualifications and the performance of students′ in JSS3 final year examination? To answer this question mean and standard deviation was used as shown in table 1.

Table 1: Mean and standard deviation of respondents opinion on teacher qualification

S/No	Statement	SA	A	D	SD	Mean	SD
1.	Higher Qualification in English is required to be able to teach at JSS level	34	4	3	2	3.63	0.82
2.	Less qualified teachers should not be allowed to teach JSS level	29	1	11	2	3.33	1.02
3.	English teachers with NCE/ND and B.Ed. in English language perform better at JSS level thus improves	36	4	1	2	3.72	0.73

		SA	A	D	SD	Mean	SD
	student's performance						
4.	Students with less qualified teachers perform better in English language.	34	1	7	1	3.58	0.85
5.	English teacher qualification does not count on the performance and effectiveness of the classroom.	8	12	13	10	2.41	1.05

To determine the acceptance and rejection of each item on table 1.0, the mean score of the four (4) point rating scale is adopted, which is 2.50. It therefore means that, items with the mean value of 2.50 and above were considered as accepted while the items with the mean value of 2.49 and below were considered as rejected

Table 2: indicates that all respondents agreed with the items that teachers qualification improves students performance in English language, this implies that all the items were accepted because the mean of all the item is above 2.50 based on the decision rule. However the higher mean score of 3.73, 3.63, and 3.58 can be seen in the item 3, 1, and 2 respectively indicating that most respondents strongly agreed with these items. However, most respondents disagree that English teacher qualification does not count on the performance and effectiveness of the classroom.

Research Question 2: What is the relationship between teachers' pedagogical skills and the performance of students in JSS 3 final year examination? To answer this research question mean and standard deviation was used, as shown in table 2

Table 2: Mean and standard deviation of respondents opinion on teacher pedagogical skills

S/N	Pedagogical Skills	SA	A	D	SD	Mean	SD
1.	Using Selective of collaborative method to teach on aspect of English improve Student Performance	25	4	4	10	3.02	1.28
2.	Talk and Chalk is the only best method of teaching English	27	5	6	5	3.26	1.09
3.	Reflective Method should be adopted by teachers	26	4	6	5	3.19	1.12
4.	Cooperation of team method is the best way to improve learning of English	27	5	5	6	3.23	1.13
5.	Teachers demonstration method often to teach all aspect of English	29	5	4	5	3.35	1.07
6.	Group teaching method helps in learning	30	4	6	3	3.42	9.82
7.	Daily preparation of lesson notes is best for teaching English Language	34	3	4	2	3.60	8.49
8.	Weekly preparation of lesson notes Is best for teaching English I	29	2	5	7	3.23	1.19
9.	Preparation of lesson notes is recommended for good teaching of English	27	2	10	4	3.21	1.10

10. Preparation of lesson notes per term is preferable than daily preparation	20	1	9	13	2.65	1.34
11. There is no need for preparation of lesson notes at Secondary School level for teaching of English	18	2	10	13	2.58	1.31

Table 2: Indicates that all respondents agreed with the items that pedagogical skills of teachers improves students performance in English language, this implies that all the items were accepted because the mean of all the item is above 2.50 based on the decision rule. However the higher mean score of 4.94, 4.84, 4.68 and 4.65 can be seen in the item 6, 5, 1 and 7 respectively indicating that most respondents strongly agreed with these items. However, most respondents agree that daily preparation of lesson note is necessary for proper performance of English as this view has the highest means response of 3.60. The respondents were also of the view that group teaching method helps in learning English because this had the highest mean response of 3.42

Hypothesis 1: There is no significant relationship between teachers' qualifications and the performance of students' in the JSS 3 examination. To test this hypothesis was used Pearson Product Moment Correlation (PPMC)

Table3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between students' academic performance and teachers' qualification

Variable	N	df	Mean	S.D	r	r^2	Sig (P)	Remarks
Students' academic performance	355		36.70	10.66				
		396			0.98*	0.96	.000	Significant
Teachers view on qualification	43		19.81	5.61				

*Correlation is significant at P<0.05

The table presents Pearson Product Moment Correlation (PPMC) results of students' academic performance and teacher's qualification. From the table the mean academic achievement is 36.70, while the mean of teachers' views on qualification is 19.81 with standard deviation of 10.66 and 5.61 respectively. The correlation index (r) obtained is 0.98 which was not significant at P = 0.000. This is because the calculated alpha level of 0.000 is less than 0.01 level of significance (P<0.05). The r2 value of 0.96 was significant as this correlation account for 96% of association between the two sets of variable. Therefore the null hypothesis one is hereby rejected. Therefore, there is a significant relationship between students' academic performance and teacher's views on qualification

Ho$_2$. There is no significant relationship between teachers' pedagogical skills and the performance of students in JSS 3 examination. To test this hypothesis Pearson Product Moment Correlation (PPMC) as shown in table 4.

Table 4: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Students' academic performance and teachers' pedagogical skills

Variable	N	df	Mean	S.D	r	r^2	Sig (P)	Remarks

Students' academic Performance	355		39.74	10.66			
		396			0.990*	0.98	.000	Significant
Teachers view on Qualification	43		25.19	6.06			

*Correlation is significant P<0.05

The table presents Pearson Product Moment Correlation (PPMC) results of students' academic performance and teacher's pedagogical skills. From the table the mean academic achievement is 39.74, while the mean of pedagogical skills is 25.19 with standard deviation of 10.66 and 6.06 respectively. The correlation index (r) obtained is 0.990 which was not significant at P = 0.000. This is because the calculated alpha level of 0.000 is less than the 0.01 level of significance (P<0.05). The r2 value of 0.98 was significant as this correlation account for 98% of association between two sets of variable level of relationship was 0.990. Therefore the null hypothesis one is hereby rejected. Therefore there is a significant relationship between students' academic performance and teacher's pedagogical skills.

Discussion on Findings

The result of the analysis on hypothesis one revealed positive relationship between English teachers qualification and Students' performance in English language at JSCE. It is clear from the result that the academic qualification of English teachers directly affects the students' performance. From the result of question one, the teachers representing (85%) are of the view that teachers with high qualification such as B.Ed. will teach to improve students performance better than those with lower qualification. This was supported by porter (2003) who opined that teachers must be academically qualified before being certified or licensed to teach, in order to integrate knowledge of context in planning and instruction. This is in agreement with the earlier findings of Akinsola (2010) which showed teachers' qualifications, is significantly related to students' academic performance.

The result of hypothesis 2 established significant relationship betweenpedagogical skills of the teachers and student performance in English at JSCE. Majority of the teachers are of opinion that teaching method applied by the teacher go a long way in determining the students' performance. This finding is an agreement with declaration of Hamasheck (1969) that successful teachers tend to be those who are able to use arrange of teaching strategies rather than single, rigid approach. It also agrees with Olaofe (2006) who observed that teachers should use interactive, particular cooperative and integrative teaching – learning approaches that are not only communicative but also activity based, as that will inhance their performance in English.

Conclusion and Recommendations

The study focused on the effects the relationship between teacher quality and junior secondary students' performance in English: a study of selected schools in giwa educational zone. The result from the analysis of data showed that there is a significant relationship between teacher qualification, teacher pedagogical skills and junior secondary school students' performance in English at JSCE. It is the view of the author that there is still a wide gulf to be bridged in the area of training and retraining of teachers.

It is recommended that teachers update their qualification and knowledge in order to cope with current trends in pedagogical practices while policy makers, curriculum developers and the government to urgently look into ways of reforming the teaching profession and teacher education. Additionally, all teachers who are yet to undertake a post graduate diploma in Education should be encouraged to do so

References

Akinsola, A. O. (2010). Teachers and students' academic performance in nigerian secondary schools: Implications for planning. *Florida Journal of Educational, Administration and Policy*, 3(2), 86 – 103.

Federal Republic of Nigeria (2006). *National policy on education*. NERDC, Abuja. FCT.

Diaz, V. Brown, N. & Salmons, J. (2010). *Collaborative teaching and learning strategies.* Retrieved January 2014.

Okebukola, P. (2012). *Breaking barriers to national development: Are we taking full advantage of science and technology?* Federal university of technology, Minna, 19th and 20th convocation lecture series held on Thursday 12, April 2012.

Olaofa, I. A. (2005). *Nigeria educational emancipation: Road map from crisis to resurgence.* Faculty of Education seminar series; Number 1, Ahmadu Bello University Zaria.

Olaofa, I. A. (2008). Reflective thinking and teacher orientation: A Direct study. *A Journal of Faculty of Education Ahmadu Bello University Zaria,* 3(1).

Olorukooba, S. B. (2007). *Science, technology and mathematics (STM) education is for all students: Promoting effective teaching of STM subjects in our schools through teacher preparation.* Proceeding of the 50th Anniversary Conference of science Teachers Association of Nigeria. *Pp3-6*

Yaki, A. A. (2011). The effect of guided inquiry instruction in cooperative and individualized setting on secondary school students' achievement in Abuja Municipal Area Council (AMAC). *Journal of Science, Mathematics, Technology and Education, 7(2), 204 – 213.*