

THE INFLUENCE OF TEACHER QUALIFICATION AND EXPERIENCE ON TEACHER EFFICIENCY IN SENIOR SECONDARY SCHOOLS IN SOKOTO STATE, NIGERIA

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Abstract

This study examined the relationship between teacher supply and teacher efficiency in Senior Secondary Schools in Sokoto State, Nigeria. The study was limited to public senior secondary schools in Sokoto State. A total number of 369 teachers were selected through proportionate random sampling technique to participate in the study. Two research questions were rise and answered. One validated instrument titled Teacher Supply and Teacher Efficiency Questionnaire (TSTEQ) and teacher qualification and experiences were used for data collection. The Pearson Product Moment Correlation was the major statistical tool employed for data analysis. Findings revealed that a positive relationship exists between teacher qualification, experiences and teacher efficiency. It is recommended among others that Educational administrators should always considering teacher Qualification while recruiting and placement of teachers in senior secondary schools in the state. Conclusively the fact remains, clear that the supply is not a yard stick but, the supply of qualified, efficient and motivated ones that will cater for the rigorous needs of educational settings irrespective of their creed, religion and sexes as well as state of origin.

Keywords: Teacher qualification, Experience and Teacher efficiency

Introduction

The early attempts of the training of teachers were undertaken by the early missionaries in the late of 19th century. The professional training of teachers started in 1896 with the establishment of St Andrew's College, Oyo by the Church Missionary Society (Adesina in Manga, 2013). From the very beginning, the Nigerian government had left the training of teachers to the voluntary agencies until later in the early 20th century. At the early stage of the programme for teacher education; the teachers were being trained for the primary school system. The training of teachers for secondary schools did not start until 1958 (Adesina 1992). During the period under consideration, teaching at the secondary school level was dominated by missionaries. Another feature of teacher education that affected demand and supply of teachers was the limited number of teacher trainees; also another important limitation was that there were no efforts at training specialist teachers. Rather, teacher training programmes were generalist in nature (Manga, 2013).

The quality of education depends on the quality of teachers trained since teachers can only teach what they know. There is no educational system that can rise above the quality of its teachers. The efficiency of any educational system depends on the calibre of the teachers operating the system (Dantani 2004). Therefore it is important to know that teacher efficiency help to promote the ability of the learners and their academic achievement. Thakur in Mango (2006) argued that no matter how good the aims and objectives of the educational system may be, how up to-date the equipment are or how efficient the planning and administration is, the value or worth of the educational system is determined by the teachers who translate educational policies into concrete actions.

Ukeje (1991) stated that if the child is the centre of education system, the teacher is the pivot of the education process. The service of teachers is indispensable to any nation since they influence the lives of the pupils of schools. It is a fact that poorly trained or unqualified teacher will produce unqualified doctors, engineers and teachers. It is a fact that the quality of education in a country is more likely to reflect the quality of the men and women who serve as teachers. Furthermore, the quality of teacher in job makes or mars the end result of the job of the teacher. Results of studies conducted by Oyediji (1991) also demonstrated that most of our supposedly trained teachers are not effective in the classroom, if the academic performance of the students is to be used as a yardstick. Recruiting and posting experienced teachers would help in improving the Nigerian education standard because the experience teachers knows how to utilize the available resources and those that are not available they know how they will improvise them. Improvising the instructional material helps a lot in teaching and learning process more especially in the rural areas where the resources are scarce. Owolabi (2007) states that government should find all possible means to retain experienced school heads and teachers who are still willing to serve, so that they can contribute their wider experience to improve the education system. Supplying teachers from both sexes need to be considered in the recruitment of teachers in Sokoto State. Apart from teaching which the primary assignment for teacher is, there are other responsibilities that need to be discharged in order to meet the target goals, such as co-curricular activities.

Statement of the Problem

The inadequacy of teachers is noticeable mostly in the core subjects such as English Language, Mathematics, French, and Sciences (Ndefo, in Okorodudu, 2011) and in the rural areas (Arhebo inEdiho, 2009). Although Nigerian Certificate in Education (NCE) is the minimum qualification for teaching in the educational system (National Policy on Education, 2013), many secondary schools' teachers still parade lower qualifications such as Grade II certificate thus implying that they are unfit for teaching (FME, 2007, 2009b). UNESCO (2006) report indicates that in 2005/2006, the enrolment at the Junior Secondary Schools was 3,624,163 while the number of teachers was 61,938 out of whom 73.3% were qualified. Within the same year, the number of teachers at the Senior Secondary Schools was 74,841 out of whom 73% werequalified.

Thepreponderance of unqualified teachers in secondaryschools in Nigeria will have serious implication on thequality of education which students will acquire at the endif other factors that may influence the training areconstant (Manga 2013).Fact remains that teacher who knows their work and its meaning are the foremostgoal of teacher education. Being a teacher means one'sability to encounter change and influence change; therefore changes in pupils, their living environment and society as a whole require sensitivity and willingness to anticipate future development (Ashimole, 2011). As qualified teachers are seen as those who hold the key to the attainment of educational goals in the school, the unqualified teachers also contribute a lot in the falling standard of Nigerian education in general. However, recruitment of unqualified teachers to teach is what causes most of the inefficient of teachers in their primary duties and also put a question mark on whether teaching is a profession or not. The staffing situation in many secondary schools has been of great concern to many researchers. The teaching personnel in Nigeria's secondary schools are not only inadequate but also professionally-unqualified (Adebayo, 2007).

One of the problems that may cause teacher inefficiency in senior secondary school in Sokoto State is the shortage of qualified teachers in the area. A possible problem resulting from the shortage of qualified teachers in our senior secondary school is the poor performance of the student, which mostly occurs in the rural areas as a result of supplying unqualified, unspecialized, inexperienced teachers to the schools (Kayode, 2014).

Objectives of the Study

The study was set to achieve the following objectives:

1. Find out the relationship between the supply of qualified teachers and teacher efficiency in Senior Secondary Schools in Sokoto State;
2. Examine the relationship between the supply of experienced teachers and teacher efficiency in Senior Secondary Schools in Sokoto State;

Research Questions

This research, hope to provide answers to the following questions:

1. What is the relationship between the Supply of Qualified Teachers and Teacher Efficiency in Senior Secondary Schools in Sokoto State?
2. What is the relationship between the supply of experienced teachers and teacher efficiency in Senior Secondary Schools in Sokoto State?

Research Hypotheses

Based on the research questions developed, the following null hypotheses were tested.

H₀₁. There is no significant relationship between the supply of qualified teachers and teacher efficiency in Senior Secondary Schools in Sokoto State.

H₀₂ There is no significant relationship between the supply of experienced teachers and teacher efficiency in Senior Secondary Schools in Sokoto State.

Methodology

The research design for this study is a correlation survey. According to Salawu (2003) it can be used to know if any relationships actually exist among the variables but does not indicate its causation. The variables correlated are teachers' supply and Teachers' efficiency in senior secondary schools in Sokoto State, Nigeria. The population of this study comprises all the teaching staff in public senior secondary schools in the State. The researcher used proportionate random sampling technique in order to give opportunity each and every teaching staff a chance of being selected and in order to have a proportionate representation in the senior secondary schools of the State. To collect the data for this study, one set of self-designed questionnaire title Teacher supply and teacher efficiency (TSTEQ) were used in order to collect data from the teachers of the schools in the sample. The questionnaire which consisted two parts: Part A is on bio data while part B focus on teachers' qualification, experience and level of teacher efficiency in Nigeria. The questionnaire is structured in such a way that it requested the participant to tick relevant option from the given five point likert scale as follows: Strongly Agreed (S A) = 5 Agreed (A) = 4 Disagree (D) = 3 Strongly Disagree= (SD) = 2 Undecided (UD) = 1

The qualitative response that will be generated from the questionnaire using the scoring as indicated above will be used to get the opinion of the respondents and will help throw more light during discussion of the findings. To William, (2006) a measure is considered reliable if it would give us the same result over and over again without changing. For the purpose of this study the instruments was administered to a pilot group of twenty respondents and was also re-administered after two weeks to the same group of respondents and scores of the two administration were computed using Pearson Product moment correlation co-efficient and the result gave a reliability index of 0.75, which indicated that the instrument is reliable to be used for the study. The results of the analysis of the descriptive data are presented below. Here the responses of the teachers Qualification and Experience in Senior Secondary Schools in Sokoto State, Nigeria.

Hypotheses Testing

The results of the analysis of the null hypotheses are presented below. Here the responses of the teachers Qualification and Experience in Senior Secondary Schools in Sokoto State, Nigeria.

H₀₁: There is no significant relationship between the supply of qualified teachers and teacher efficiency. This hypothesis was tested by subjecting the scores for supply of qualified teachers and teacher efficiency to Pearson's correlation analysis as shown in table 3.

Table 8: Pearson correlation analysis on the Relationship between Supply of Qualified Teachers and Teacher Efficiency

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Qualified Teachers	165	19.18	3.36	.239	.002	H ₀ Rejected
Teacher Efficiency	165	22.08	3.89			

Source: Researcher's Field Work, 2017.

From the result of table 3 supply of qualified teachers and teacher efficiency was positively related and significant, Pearson's $r(163) = .239, p = .002$. This indicates a significant relationship between supply of qualified teachers and teacher efficiency because the p -value is less than the .05 level of significance. Therefore, H₀₁ which states that there is no significant relationship between the supply of qualified teachers and teacher efficiency was rejected.

H₀₃: There is no significant relationship between the supply of experienced teachers and teacher efficiency.

This hypothesis was tested by subjecting the scores for supply of experienced teachers and teacher efficiency to Pearson's correlation analysis as shown in table 5.

Table 10: Pearson correlation analysis on the Relationship between Supply of Experienced Teachers and Teacher Efficiency

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Experienced Teachers	165	27.24	4.40	.235	.002	H ₀ Rejected
Teacher Efficiency	165	22.08	3.89			

Source: Researcher's Field Work, 2017.

From the result of table 5, supply of experienced teachers and teacher efficiency was positively related and significant, Pearson's $r(163) = .235, p = .002$. This indicates a significant relationship between supply of experienced teachers and teacher efficiency because the p -value is less than the .05 level of significance. Therefore, H₀₃ which states that there is no significant relationship between the supply of experienced teachers and teacher efficiency was rejected.

Discussion of the Findings

The findings of this study revealed that there was significant relationship between teacher qualification and teacher efficiency which is in line with findings of Adeyemi and Adu (2012) who found out that teacher quality had significant relationship with the internal efficiency and the best predictor of internal efficiency of the school was teacher qualification. The findings was in consonant with findings made by Abaji and Odipo (2000) who found out that there was significant relationship between teacher quality and internal efficiency of primary school in Kenya. This finding agreed with the finding made by Adeyemi (2005) who found significant relationship between teacher qualification and teacher out comes in schools. The finding of this study is in line with Abiodun (2012) who found out that significant difference exists between the productivity of experienced and less-experienced teachers.

The findings of this study revealed that there was significant relationship between the experienced teacher and teacher efficiency which is in line with the findings of Adeogun (2006) who found that there was significant relationship between teacher experience and teacher productivity and effectiveness. However the finding agreed with the findings of Manga (2004) who found that teacher experience had significant relationship with teacher operational efficiency. Also the finding agreed with the findings of Agbatogun (2010) who found that there was significant relationship between teacher experience and teacher characteristic. This findings was in consonant with findings of Kayode (2014) who found that there was

significant relationship between teachers' characteristic (Qualification and Experience) and student performance. The findings supported the finding made by Rice, (2004) who found significant influence of teaching experience on the internal efficiency of schools. The finding suggests that the higher the number of years of teachers' teaching experience, the high would be the internal efficiency of the schools. This findings support Salau (2010) who reported that teacher experience is a good predictor of students' performance inschool subject.

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