

## IMPACT OF TEACHERS' QUALIFICATION AND EXPERIENCE ON THE PERFORMANCE OF STUDENTS IN COLLEGES OF EDUCATION IN KADUNA STATE, NIGERIA

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**Abstract:** The study examined the impact of teachers' qualification and experience on students' performance in Colleges of Education in Kaduna State, Nigeria. Two Colleges of Education in Kaduna state were used for the study. A total of twenty (20) teachers and one hundred (100) students were randomly selected from the two Colleges of Education. The data was collected using questionnaire and students' test scores. Data was analyzed using frequency counts, percentages and t-test. The results revealed that a significant difference existed in the performance of students taught English language by professional and experienced teachers. The study recommended among others, that only qualified and experienced teachers should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and consequently improve the performance of students and the quality of teacher education in Nigeria.

**Keywords:** Impact, teachers, qualification, experience, students, performance, Nigeria Education.

### INTRODUCTION/BACKGROUND TO THE STUDY

Many factors contribute to a student's academic performance, including individual characteristics, family and Neighbourhood experiences. But research such as Jordan, Mendro and Weersinge (1997) suggests that among school related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two or three times the impact of any other school factor, including services, facilities and even leadership (Mohammed and Yusuf, 2015).

Effective teachers are best identified by their performance not by their background or experiences. Despite common perceptions, effective teacher cannot reliably be identified based on where they went to school, whether they are registered or how long they are taught. The best way to assess teachers' effectiveness is to look at their on the – job performance including what they do in the classroom and how much progress their students make on achievement tests. Quality teachers are considered to be those who bring about student learning. (Harris and Sass, 2006)

Non school factors do influence student achievement but effective teaching has the potential to help level the playing of such factors.

The importance of good or quality teachers is no secret or it cannot be overemphasized. Schools have always sought out the best teachers they could get in the belief that their students' success depends on it. If teachers are so important to student learning, how can schools make sure all students receive the benefit of good/quality teachers?

More than two decades of research findings are unequivocal about the connection between teacher quality and student learning. The report of the National Commission on teaching and America's future (1996) made teaching the core of its three simple promises in its blueprint for reforming the nation's schools. They are: what teachers know and can do is the most important influence on what students learn. Recruiting, preparing and retaining good teachers is the central strategy for improving schools. School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach well.

A highly effective teacher, therefore, is one whose students show the most gains from one year to the next. By using this approach, researchers are able to isolate the effect of the teacher from other factors related to student performance such as students' prior academic record or school they attended. "The effect of teaching on student learning is greater than student ethnicity or family income, school attended by student or class size. The effect is stronger for poor and or minority students than for their more affluent peers, although all groups benefit from effective teachers. The effects accumulate over the years. The positive effects associated with being taught by a highly effective teacher, defined as a teacher whose average student score gain is in the top 25% were stronger for poor and minority students than for their white and affluent counter parts. The study found that low income students were more likely to benefit from instruction by a highly effective teacher than were their more advantaged peers Van der Bergh and Roos, (2014). Another study found that the achievement gain from having a highly effective teacher could be almost three times as large for African American students as for white students even when comparing students who start with similar achievement levels (Sanders and Rivers 1996). All of the foregoing necessitated the need to carry out this study. It against this background that this study is undertaken to determine the impact of teacher qualification and experience on students' performance in Colleges of Education in Kaduna State.

A second important finding from this work was that the positive effects of teacher quality appear to accumulate over the years. That is, students who were enrolled in succession of classes taught by effective teachers demonstrated greater learning gains than did students who had the least effective teachers one after another. For example, 5<sup>th</sup> grade math student who had three consecutive highly effective teachers scored between 52 and 54% percentile point ahead of students who had three consecutive teachers who were least effective even though the math achievement of both groups of students was the same prior to entering second grade (Sanders and Rivers, 1996).

### **Review of Related Literature**

Rivkin, Hamshek and Kain (2006) found that teacher quality differences explained the largest portion of the variation in reading and math achievement.

Jordan, Mendro and Weerasingle (1997) found that the difference between students who had three consecutive highly effective teachers (again defined as those whose students showed the most improvement and those who had three consecutive low-effect teachers (those with the least improvement) in the Dallas schools was 34 percentile points in reading achievement and 49 percentile points in math.

There is growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny (Louhran 2014). What the teacher does, influences, the whole process of learning. Effective teacher produces better performing students (Akiri 2013). Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met (Curwood 2014). Besides, the analysis of Van den Bergh and Roos (2014) suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models. While hiring of qualified teachers is encouraged for improvement of academic performance, theories from the study of Firestone (2014) caution that policies to remove ineffective teachers

should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that facilitate good teaching.

Empirical studies confirm relationships between qualifications of a teacher and learners' academic achievement. Unanma et al. (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students in Chemistry and discovered that there is a positive relationship between the variables. This was endorsed by the findings of Adeyemi (2014) in their reports to analysis the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. Adeyemi's results show that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs. Boyd et al. (2008) explored that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement. They further elaborated that estimating the effect of teacher attributes using a value-added model predict that observable qualifications of teachers resulted in average improved achievement. To assess whether or not there is a statistically significant difference in teacher qualifications that might help to predict the academic performance of middle school students on the mathematics portion of the Alabama Reading and Math Test (ARMT), Richardson (2008) indicated that a significant relationship does exist between teacher qualifications and student achievement. Specifically, the findings revealed that students with mathematics teachers who had 5 or more years' experience performed better on the math portion of the Alabama Reading and Math Test (ARMT).

Ogbonnaya (2009) suggested that if all mathematics teachers have a degree, are specialized in mathematics or mathematics education and have more than five years teaching experience, the students' achievement in mathematics would likely improve. Richardson (2008) also concluded that if the teacher has a traditional secondary mathematics certification then students will tend to score higher on the ARMT compared to teachers with alternative certification.

Teachers have been recognized as indispensable human resource and, indeed, the single most important element in the school system, more important than the quality of equipment and materials and the level of financing. Teachers are very important. On account of the importance, the education law in Nigeria provides that: "No person shall teach in any school unless his name has been placed on the register of teachers or after his name has been removed from such register." As of now, one is legally recognized as a teacher if his name is in the register of the Teachers Registration Council and he ceases to be a teacher once his name is deleted from the register. (Teachers Registration Council, 2004)

According to Harris and Sass (2011), it is accepted in general that promoting teacher quality is a key element in improving primary and secondary education in the United States. In like manner, researchers, including Bajah (1979), Obanya (1982), Ajayi (1989), Hallak (1990), Hanushek and Rivkin (2006), have all found and emphasized that the quality of the education system depended on the quantity, quality and devotion of its teaching work force.

Okoye, Momoh, Aigbomian, & Okecha (2008) conducted a study which examined the correlation between two independent variables of teacher quality and instructional strategy on students' performance in secondary school science

in Ethiopia East and Ukwuani Local Government Areas of Delta State. The result showed that the teacher quality and instructional strategy had positive significant relationship with achievement in science; and that teacher quality and instructional strategy were two non-separate interactive independent variables in science education.

Akinfe, Olofinniyi & Fashiku (2012) conducted a study entitled: "Teachers' Quality as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Ondo State, Nigeria." They found that: the role of professionally qualified/trained teachers was an important teacher quality which enhanced students' academic achievement in biology; teaching methods adopted by the teachers significantly influenced

achievement of the behavioral objectives; and that teachers' experience significantly influenced students' academic performance.

Research findings have also established that teacher's teaching experience is positively correlated with learning outcome. Raw (2003) affirmed that teachers with years of experience in the profession turned out students with higher academic performance. This is due to the fact that these teachers are able to harmonize the minds and emotions of their students in class and this produces better academic achievement.

So far, much effort seems to have been directed at mathematics and English language, which are two key subjects and extremely important for those with the intent of advancing their education in any Nigerian university, and also at the sciences. There is dearth of effort, if any at all, towards determining the quality of teachers at the tertiary level of education, particularly in Colleges of Education. The present study set out to fill this gap.

### **Objective of the Study**

The study sought to achieve the following objective.

1. To determine the impact of teachers' qualification and experience on the performance of students in English in Colleges of Education in Kaduna state, Nigeria.

### **Research Question**

What is the impact of teachers' qualification and experience on the performance of students in English in Colleges of Education in Kaduna state, Nigeria?

### **Hypothesis**

Teachers' qualification and experience have no significant impact on the performance of students in English in Colleges of Education in Kaduna state, Nigeria.

## **METHODOLOGY**

### **Research Design**

The research design for this study is descriptive survey and ex-post factor. An ex-post factor research seeks to find out facts that are associated with certain occurrences, outcomes, conditions or types of behaviours by undertaking the analysis of past events and already existing conditions. In this study, the researchers have no control over the variables neither could they apply any form of treatment to the group because they already exist.

The study analysed the 2014 end of semester examination result of NCE II students in order to determine the impact of teachers' qualification and experience on the performance of students in English language in Colleges of Education in Kaduna state.

### **Population of the study**

The population of the study included all the one hundred and twenty (120) teachers teaching English Language and one thousand six hundred and thirty (1,630) students' offering English Language in the two Colleges of Education in Kaduna state.

### **Sample and Sampling Techniques**

A simple random sampling technique was used to select one hundred (100) students offering English as a course (i.e. fifty (50) students from each of the colleges) and twenty (20) teachers (i.e. ten (10) English Language teachers from each of the Colleges of Education).

### **Instrumentation**

The instruments used for the study were a questionnaire titled Impact of Teachers' Qualification and Experience on the Performance of Students (ITQEPS). It contained two sections. Section A elicited information on the Bio-data of teachers. Section B elicited information on the teachers' qualification and experience. Other relevant data such as students' test scores obtained from their past previous and semester

examinations were analyzed. Test-retest method was used to establish the reliability of the instrument. A reliability –co-efficient shows an r-value of 0.78 using Pearson product moment correlation co efficient. The r-value of 0.78 indicates a high reliability index for the instruments.

**Data Presentation and Analysis**

Table 1: Showing Teachers' Gender

College	Number of teachers Male	Percentage %	Number of teachers Female	Percentage %	Total number of teachers	%
1	3	30%	7	70%	10	100%
2	4	40%	6	60%	10	100%
<b>Total</b>	7	35%	13	65%	20	100%

Table 1 revealed that majority of teachers 13(65%) teaching English language in the two Colleges of Education are females while 7(35%) are males.

Table 2: Showing Teachers' Age

Age Range	Number of Teacher College 1	Percentage %	Number of Teachers College 2	Percentage %	Total	Percentage %
20 – 24	0	0	0	0	0	0
25 – 34	2	20%	1	10%	3	15%
35 – 44	5	50%	6	60%	11	55%
45 – 54	3	30%	2	20%	5	25%
55 and above	0	0%	1	10%	1	5%
<b>Total</b>	10	100	10	100	20	100%

Table 2 has revealed that majority of teachers 11(55%) are between age 35 and 44 years. This means majority of the teachers are middle aged.

Table 3: Showing the Qualification of Teachers

Teachers Qualification	Number of Teacher College 1	Percentage %	Number of Teachers College 2	Percentage %	Total	Percentage %
PhD	4	40%	3	30%	7	35%
M.Ed/M.A.Ed/ M.sc Ed	3	30%	4	40%	7	35%
M.A / M.sc	1	10%	1	10%	2	55%
B.Ed/B.A Ed/B.sc Ed	1	10%	1	10%	2	25%
B.A / Bsc	1	10%	1	10%	2	5%
<b>Total</b>	10	100	10	100	20	100%

Table 3 has revealed that majority of teachers 14(70%) have masters and PhD degrees with relevant teaching qualification in the two Colleges of Education used for the study. Only 1% have first degree or masters degree without teaching qualification.

Table 4: Showing Teachers' Years of Experience

Teachers Years of Experience	Number of Teacher College 1	Percentage %	Number of Teachers College 2	Percentage %	Total	Percentage %
1 – 5 years	2	20%	6	60%	8	40%
6 – 10 years	6	60%	3	30%	9	45%
11 – 15 years	1	10%	1	10%	2	10%
16 – 20 years	1	10%	0	0%	1	5%
21 and above	0	0%	0	0%	0	0%
<b>Total</b>	10	100	10	100	20	100%

Table 4 has revealed that majority of teachers 9 (45%) have between 6 – 10 years teaching experience. A reasonable number 8 (40%) have 1 – 5 years teaching experience. Only 2 (10%) have 11 – 15 years teaching experience while 1 (5%) have 16 – 20 years teaching experience.

Table 5: Showing Teachers' Rating of Students' Performance in English Language

Teachers' Rating	Number of Teacher College 1	Percentage %	Number of Teachers College 2	Percentage %	Total	Percentage %
Poor	0	0	0	0	0	0
Fairly good	1	10%	3	30%	4	20%
Good	6	60%	5	50%	11	55%
Very good	3	30%	2	20%	5	25%
<b>Total</b>	10	100%	10	100%	20	100%

Table 5 has revealed teachers' rating of their students' performance in English language in the two colleges that were used for the study. Majority of the teachers' 11 (55%) from the data on table 5 have rated their students' performance in English language as good. A few teachers 4 (20%) rated their students' performance in English as fairly good while 5 (25%) rated their students' performance in English as very good. None of the teachers in the two Colleges rated their students poorly.

Table 6: Showing Teachers' Participation in Workshops, Seminars, Conferences, Inservice or Study Leave Training

Type of Training Received	Number of Teacher College 1	Percentage %	Number of Teachers College 2	Percentage %	Total	Percentage %
Workshops	1	10%	1	10%	2	10%
Seminars	1	10%	1	10%	2	10%
Conferences	1	10%	2	20%	3	15%
All of the above	7	70%	6	60%	13	65%
<b>Total</b>	10	100%	10	100%	20	100%

Table 6 has revealed that majority of the teachers 13 (65%) from both colleges have attended workshops, seminars and conferences even though only 2 out of 20 (i.e.10%) have attended workshops and seminars. Majority, however, have attended conferences.

The data collected were analysed using mean, standard deviation and t-test statistics. The t-test was used to test the hypothesis postulated for the research which state that teachers' qualification and experience have no significant impact on students' performance in English in Colleges of Education in Kaduna state, Nigeria.

Table 7: T-Test Analysis of Students' Performance taught by teachers with B.Ed, B.A Ed and M.Ed, PhD qualification

Qualification	Mean	SD	N	Df	T cal	T crit
<b>B.Ed, B.A. Ed</b>	9.80	5.24	50	98	2.44	1.97
<b>M.Ed, M.A. Ed</b>	12.17	5.30	50			

From the data on table 7 shows, the mean performance score of students taught by M.Ed and PhD teachers was (12.17). It was higher than the performance of students (i.e. 9.80) taught by B.Ed, B.A.Ed teachers. The mean difference was (2.37). The T-test analysis computed showed that t-calculated (2.44) was greater than t-critical (1.97) at  $P < 0.05$ . This implies that the null hypothesis was not retained. It was rejected because there was significant difference in the performance of students taught by teachers with additional higher degree qualification such as master's and Doctoral degree in Education/English.

Table 8: T-test Analysis Showing the Performance of Students taught by teachers with B.sc, B.A, M.A Qualification

Qualification	Mean	SD	N	Df	T cal	T crit
<b>B.sc, B.A. M.A</b>	9.51	4.19	50	98	3.03	1.97
<b>B.sc Ed, B.A Ed, B.sc Ed, M.A Ed, M.sc Ed, M.Ed</b>	12.17	5.30	50			

Significant at  $P < 0.05$

The data on table 8 showed that the mean performance score of students taught by B.sc Ed, B.A Ed, M.A Ed and M. Ed teachers (12.17) was higher than the mean performance score of students taught by B.sc, B.A, and M.A teachers (9.51) with a mean difference of 2.66. The t-test analysis computed revealed that the t-calculated (3.03) was greater than the t-critical (1.97) at  $P < 0.05$ . This means there was significant difference in the performance of students taught by teachers who had educational qualifications such as B.sc Ed, B.A, Ed, M.A. Ed and M. Ed degrees.

Table 9: T-Test Analysis Showing the Performance of Students taught by Professional and Non-Professional Teachers

Variables	Mean	SD	N	Df	T cal	T crit
<b>Non-Professional Teachers</b>	6.97	3.38	10	18	7.91	1.91
<b>Professional Teachers</b>	11.01	5.30	10			

Significant at  $P < 0.05$

From the data on table 9 the mean performance score of students taught by professional teachers (11.01) was higher than the mean performance score of students taught by non professional teachers (6.97) with a mean difference of 4.04. The t-test analysis computed revealed that the t-calculated (7.91) was greater than the t-critical (1.98). This implies that there was significant difference between the performance of students taught by professional teachers and those taught by non- professional teachers. Hence the null hypothesis postulated for the research was rejected at  $P < 0.05$ .

Table 10: Showing Teachers' Years of Experience and the Performance of Students in English Language.

Teachers' Years of Experience	N	SD	SD	Df	T cal	T crit
Students taught by teachers with 1-5year experience	50	2.28	1.34	98	3.52	0.10
Students taught by teachers with 6-15years experience	50	3.04	0.72			

Significant at  $P < 0.05$  level of significance

Table 10 has revealed that the mean score of student taught by teachers who had 1-5years teaching experience is 2.28 while 6-15years teaching experience is 3.04. In other words, the mean score of the students taught by teachers with teaching experience of between 6-15years was higher than that of students taught by teachers with teaching students taught by teachers with teaching experience between 6-15years performed better than those taught by teachers with teaching experience between 1-5years.

### DISCUSSION OF FINDINGS

The findings of this study revealed that students taught by teachers with 6-15years teaching experience performed better than students taught by teachers with 1-5years experience. The mean difference was 0.76.

This is an indication that teachers' years of experience is a measure of quality and it is imperative in the achievement of students' academic, performance. This supports Akinsolu (2005) who advocated that experienced teachers need to be retained in schools if higher productivity is to be obtained because learners achieve more from these teachers.

The findings of this study has revealed that students taught by teachers with professional teaching qualification in Education such as B.Ed, B.A Ed, B.sc Ed, M. Ed, M.A Ed, M.sc Ed and PhD performed better than those taught by non professional teachers without teaching qualifications. This implies that teachers' qualification has significant impact on students' performance in English language. This is in line with the findings of Akin 2013, Van den Bergh and Roos (2014) and Boyd et al 2008, Wiki (2003) and Abe and Adu (2013) who found out that teachers' qualification contributed to the improvement of students' scores in their academic performance. This finding also corroborates with Edn and Kaln who revealed in their study that significant difference existed in the performance of students taught by graduates with teaching qualification and those taught by graduates without teaching qualification. This is an alteration to the fact that no one can give what he/she does not possess quality teachers constantly to strive to possess all the requisite training and knowledge required to discharge their duties effectively and efficiently.

### CONCLUSION

The study has empirically revealed that teachers' qualification and experience are major variables that can affect students' academic performance in English. It has also shown that teacher quality is a panacea for attainment of educational goals and objectives. It is therefore not out of place for the National Policy on Education (2009) to have equivocally stated that no educational system can rise above the quality of its teachers. Teachers, therefore, need to constantly seek for ways of improving their knowledge, techniques, and pedagogical skills by undergoing one form of in-service training or the other on the job.

### Recommendations

The following recommendations were made based on the findings of the research;

- Federal and state governments should ensure that only qualified teachers i.e. graduates with teaching qualification should be employed to teach English in Colleges of Education.
- All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies such as Post Graduate Diploma in Education, Master's and Doctoral degrees in English/Education. This will help to improve teachers' quality of teaching and consequently improve the performance of students and ultimately, the quality of teacher education in Nigeria.



- Teachers should be encouraged to participate in pedagogically-oriented and content-oriented professional development activities to improve the quality of their teaching and consequently the performance of their students in tests and examinations.
- Teachers should be encouraged to constantly seek to update their knowledge and skills through workshops, seminars and conferences. This will keep them abstract of the current trends in English language teaching.

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