

TEACHER'S VARIABLES AS CORRELATE OF SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE IN ONDO METROPOLIS

Dr. Olagundoye Olubunmi Christianah

olubunmi.olagundoye01@gmail.com

**Department of Curriculum and Instruction,
Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria**

&

Bamidele Olubunmi Margaret

Abstract

This study was conducted to examine the teacher's variables as correlate of students' performance in English language in secondary schools students in Ondo kingdom in Ondo State. The population of the study comprised of two hundred (200) English language teachers randomly selected from forty selected secondary schools in Ondo West, Ondo East Ile oluji – Okeigbo and Odigbo Local Government Areas of Ondo State. Instrument used for data collection was self-structured questionnaire adopting Likert type four point rating scale. Four research hypotheses were raised to guide the study.. The hypotheses were tested at 0.05 level of significance using Chi Square and Analysis of Variance. Result showed significant relationship between academic performance and students' attitude towards their teachers. There is also a significant difference in the academic performance of students taught by teachers with more years of experience and mastery of English language. Based on the findings, it was recommended that, teachers with high qualification, good experience of teaching, mastery of subject and good teaching methods should be recruited and allowed to teach the students. Teachers and students should establish and maintain a healthy student-teacher relationship in order to promote the exchange of knowledge. Government should supply all the secondary schools in the state with adequate teaching and learning materials to enhance teaching and learning.

Key words: teachers variables, performance, English language, teaching

Introduction

In any country, the quality of education could be ascertained through the quality of her teachers. In order to improve students' performance in English language, there is need to employ well qualified teachers in all educational levels. A well qualified teacher should possess both academic and professional qualifications and should be a registered member of Teachers Registration Council of Nigeria (TRCN). Abe & Adu (2013) opined that, a teacher must possess both academic and professional qualifications and must be a registered member of Teachers Registration Council of Nigeria. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE), Bachelor Degree of Education (B.Ed) and Nigeria Certificate in Education (NCE). Such individuals hold degrees like, B.Ed., B.Sc. Ed, B.A. Ed, and M.Ed. For a teacher to have rich experience, she/he must have spent a number of years in service with good knowledge, pedagogical skills and methodologies of teaching in their areas of specialization. If a teacher is inexperienced, students under such teacher's instruction may likely achieve less or no progress academically. The importance of pedagogical skills in the teaching and learning cannot be overemphasized. Any teacher that lacks teaching pedagogy is said to be quack because teaching is more than impacting knowledge or passing information. Matin (2018) posits that a teacher should possess professional qualifications with pedagogical skills of the arts and science of teaching and should regularly undergo professional training. A teacher's qualification may also be seen as a teacher's certification. Gaji (2014) states that certification is a measure of teacher's qualifications that combine aspects of knowledge on the subject matter about teaching and learning. Teacher certification is described as the traditional primary gatekeeper machinery for the teaching profession. In which the precise requirements include the completion of an accredited and approved teacher education programme teach. Similarly, in view of this, Ayodele (2011) opined that high-quality teachers are the best resources and assets of an education system. The teaching methods used by English language teachers determine the extent to which students perform in their academics. Adunola (2014) posits that students' poor performance is the resultant effect of poor teaching methods employed by the teachers. Mastery of subject matter is an important component of teacher's variable in this study. Teacher's lack of content knowledge in English Language studies, may precipitate inability to deliver effectively in the classroom. There is no gainsaying that knowledge of the subject matter is a strong variable indicating student's performance in English Language. This implies that it is difficult to teach effectively what she/he does not have, that is the pedagogical knowledge and skills. The roles that all these variables (teaching qualifications, teaching experience and mastery of the subject matter), play is significant in the performance of students in all subjects including English language. It is a clear fact that the importance of English language as a subject cannot be overemphasized. It is one of the compulsory subjects that students have to offer regardless of the course of study at the tertiary level. This assertion is buttressed by Oyinloye & Adeosun (2019) that English is learnt as a compulsory subject as well as a medium of instruction from primary to tertiary education levels. English language is more than a subject of study but rather has become a global communication that serves both national and international communities. However, English studies has some aspects which includes; oral speech, comprehension, grammar,

summary and essay writing. Each of these aspects requires pedagogical skills in the teaching so as to enhance maximum learning. In external examinations conducted by West African Examination Council, (WAEC), test of orals is awarded 40%, comprehension 30%, essay writing 50% and grammar 60%. Therefore, students must have reasonable scores in each of these aspects in order to have a credit mark which is a prerequisite for admission into institutions of higher learning in Nigeria.

Statement of the problem

Investigations reveal that the teaching profession is bedeviled with inadequate staffing in Ondo state. Interview reveals that, there has been no mass employment of teachers into the secondary schools for over one and half decades in Ondo state. While some teachers are retiring from active service, some are out of the service due to death or relocation for greener pastures, yet, there have been no replacements into these vacancies. Hence, many schools are short-staffed in all subject areas including English language. Investigation reveals that some of the contract staff are made to teach subjects which are not related to their areas of specialization. Schools that are financially capable to recruit teachers with the approval of Parents Teachers' Association (PTA) or Old students' Association ALUMNI, usually maximize the opportunity by engaging such contract staff to teach other subject disciplines. Many researches have been carried out on teacher's qualifications but with less focus on the combined variables of teacher's qualification, experience and mastery of the subject matter, hence, the study focused on the teacher's variables vis a vis teacher's qualifications, teaching experience and mastery of the subject matter as correlate of student's performance in English language in Ondo state

The following research hypotheses are raised to guide the study:-

1. There is no significant relationship between teacher's qualifications and academics performance of secondary school students in English Language in Ondo state
2. There is no significant relationship between teachers' teaching experience and academic performance of Secondary School Students in English Language in Ondo state
3. There is no significant relationship between teacher's mastery of the subject and academic performance of students in English language.
4. There is no significant relationship between teacher's teaching method and students' academic performance in English Language

Research Methodology

Descriptive research design of a survey type was adopted in this study. The population of the study comprised all teachers teaching English language in Ondo state. Ondo state has eighteen (18) local government areas with three hundred and one (301) secondary schools of which Ondo East has 7, Ondo West has 21 and Ile-Iluji –Okeigbo has eleven (15) secondary schools and Odigbo local government area of Ondo state has ten (10). The sample for this study comprised two hundred (200) teachers teaching English randomly selected from four (4) secondary schools each in Ondo West, Ondo East and Ile-Iluji Okeigbo local government areas of Ondo state. In all, a total of twenty (20) secondary schools were used for the study. Two instruments were used for data collection; a self-structured questionnaire adopted the Likert-type four point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), and the secondary

data consists of the existing data of students_ performance in English language. The SA= 4, A = 3, D = 2, SD = 1. Therefore, $4+3+2+1 = 10/4 = 2.5$. Hence, the benchmark of 2.5 is used as the mean score. The instruments were subjected to face and content validity by experts in the field of Languages and test and measurement. The questionnaire was subjected to trial testing on ten (10) teachers within the population who were not part of the study Data collected were subjected to statistical analysis using cronbach alpha and the result yielded 0.81 which considered the instrument adequate. Data collected were analyzed using descriptive statistics of frequency counts, simple percentage and mean. While the research hypotheses were analyzed using Pearson Product Moment Correlation (PPMC)

Results and Discussion

Table 1: Showing of demographical data of the respondents based on gender, qualifications and experience

S/N	Demographical information	Labels	Frequency	Percentage (%)	Total No. of respondents
1	Gender	Male Female	76 124	38 62	200
2	Teaching Qualification	NCE B.A. B.A.Ed. M .A./Ed. Ph.D	15 175 10 0	7.5 87.5 5 0	
3	Years of Teaching Experience	1-5years 6-10years 11-15years 16-20years 21`years&Above	40 67 41 25 27	20 33.5 20.5 12.5 13.5	

The demographical information on table 1 shows that 200 participants in which male have 38% and female participants were 62% Based on teaching qualification, 7.5% had NCE, 87.5% had B.Ed. while 5% had M.Ed while Ph.D. has 0% respondent. On the years of teaching experience, it was shown that 40(20%) of the respondents have between 1-5years of teaching experience, 67(33.5%) have within 6-10 years, 41(20.5%) have within 11-15 years, 25(12.5%) had within 16-20 while 27(13.5%) have 21yearsof teaching experience and above. By implications, a percentage of 74% are teachers who are not directly employed by the government. They are recruited by either the Parents Teachers Association or Old Students Association of their various work places. Such teachers are not always subjected to professional developments such as regular seminars and workshops that could enhance their teaching proficiency, they are usually poorly remunerated, subjected to overload of subjects and are usually made to teach other subjects that are not related to their areas of specialization.

Ho1: There is no significant relationship between teachers qualifications and academics performance of secondary school students in English Language in Ondo state

Table 2: One-way Analysis of Variance summary of relationship the teacher's qualification on students' academic performance in English language.

Source of Variable	N	\bar{X}	St.D	df	SS	MS	F	Sig.	P
N.C.E	21	12.24	3.12	3	156.27	52.090	4.755	.001	<0.05
B.Ed.	132	18.62	4.09	196	2147.12	10.955			
M.Ed	39	22.47	4.22						
Ph.D	8	9.92	3.40						
TOTAL	200	15.81		199	2303.39				

Table 2 reveals that there is a significant relationship between the academic performance of students in English Language based on teachers_ qualifications; $F_{(3,196)} = 4.755$, $p < 0.05$, eta square (η^2) = 0.102. Omega square (Ω^2) = 0.0971. Thus, the hypothesis is rejected. The table further shows that teacher with M.Ed. ($\bar{X} = 22.47$) displayed high level of teaching effectiveness in influencing students_ performances, followed by teachers with B.Ed. ($\bar{X} = 18.62$), followed by teachers with N.C.E. ($\bar{X} = 12.24$) and then, teachers with Ph.D ($\bar{X} = 9.92$), Considering the Grand mean (15.81), teachers with M.Ed qualification influences students_ performance significantly difference and displayed high level at any situation or in more than half of the time. The size of effect ($\Omega^2 = 0.0971$) reveals that teachers_ qualifications had moderate effect on the academic performance of students in English language. That is, teachers_ qualification accounted for 9.7% variance in the academic performance of students.

Ho2: There is no significant relationship between teacher_s years of teaching experience and students_ academic performance in English Language.

Table 3: One-way Analysis of Variance summary of the relationship between teacher's years of teaching experience and students' academic performance in English language

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2122.185	4	530.546	6.553	.408
Within Groups	15788.375	195	80.966		
Total	17910.560	199			

Table 3 shows relationship between the years of teaching experience and students_ academic performance in English language. The result revealed that there is no significant relationship between the years of teaching experience and students_ academic performance in English language. $F_{(4, 195)} = 6.553$, $p > 0.05$. Thus, the null hypothesis was accepted. This is in tandem with the findings of Clotfelter, Ladd and Vigdor (2007) that teachers years of experience did not have any relationship with students_ performance.

Ho3: There is no significant relationship between teacher_s mastery and students_ academic performance in English Language.

Table 4: PPMC showing relationship between teachers' mastery of the subject and academic performance of students in English Language

Predictors	N	X	St.D	df	R	Sig.	P
Students_ Academic Performance	200	32.68	6.73	198	.803**	0.000	<0.05
Teachers_ Mastery Skills	200	28.45	4.15				

** Correlation is significant at 0.05 (2-tailed)

Table 4 shows a significant relationship between teachers_ mastery of the subject and students_ academic performance in English language. The result revealed that there is a significant relationship between academic performance and teachers_ mastery of the subject; $r_{(198)} = .803^{**}$, $p < 0.05$. The null hypothesis is rejected. This implied that teacher_s mastery of the subject lead to better/improved academic performance of students in English language. Coefficient of determination ($r^2 = 0.644$) revealed that teachers_ mastery of the subject accounted for 64% change in academic performance of students. The findings agreed with the findings of Olasehinde-William, Yahaya & Owolabi (2018) that the teachers_ subject mastery is a significant predictor of students_ academic performance

Ho4: There is no significant relationship between teacher_s teaching methods and students_ academic performance in English Language.

Table 5: PPMC showing relationship between teacher's teaching methods and academic performance of students in English Language

Predictors	N	X	St.D	df	r	Sig.	P
Students_ Academic Performance	200	32.68	6.73	198	.681*	0.000	<0.05
Teachers_ teaching methods	200	24.86	4.02				

** Correlation is significant at 0.05 (2-tailed)

Table 5 shows the significant relationship between teacher_s teaching methods and academic performance students in English Language. The result revealed that there is a positive relationship in the students_ academic performance and teacher_s teaching methods; $r_{(198)} = .681^{*}$, $p < 0.05$. Thus, teacher_s teaching methods has good significant relationship on students_ performance in English language. Thus, the null hypothesis is rejected. This implied that a better method of teaching by the teacher has improvement on the students_ performance in English language. Coefficient of determination ($r^2 = 0.464$) revealed that teacher_s teaching methods accounted for 46% change in students_ academic performance. This supported the claim of Ekwueme, Popoola & Orin, (2012) that knowing the available objectives and methods best suited, help teachers make decision more easily.

Conclusion

The findings of the study therefore revealed that there is a significant relationship between the academic performance of students in English Language based on teachers' qualifications; there is no significant relationship between students' academic performance and teaching experience; there is a positive relationship between students' academic performance and teachers' mastery skills and there is a positive relationship between students' academic performance and teachers' teaching methods.

Recommendations

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

1. Teachers with high qualifications and good experience of teaching should be recruited and allowed to teach English language students.
2. Teachers should employ appropriate methods of teaching that could enhance better performance of students in English language
3. Teachers should be encouraged to regularly attend seminars and workshops that would expose them to better instructional methods of teaching.
4. English language teaching should always be handled by professional teachers so as to enhance improved students' performance

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