

Teacher Quality and Secondary School Effectiveness in Ilorin South Local Government Area, Kwara State, Nigeria
(Kualiti Guru dan Keberkesanan Sekolah Menengah dalam Kawasan Pemerintahan Kerajaan Tempatan Ilorin Selatan, Negeri Kwara, Nigeria)

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ABSTRACT

This paper investigated teacher quality and secondary school effectiveness. The study was conducted to determine the extent to which teacher professional qualification and teacher experience could influence school effectiveness. It was a descriptive survey. The study population comprised the 17 public secondary schools in Ilorin South Local Government Area of Kwara State, Nigeria; out of which 10 were selected using the random sampling technique. Also, 15 students were randomly selected from each of the sampled schools, making a total of 150 respondents. 'Teacher Quality Questionnaire' (TQQ) and 'School Effectiveness Questionnaire' (SEQ) were used to collect data. The instruments were validated and their reliability co-efficient, determined by the test-retest method, were 0.71 and 0.77 respectively. The data collected were analysed using the Pearson Product Moment Correlation statistic. The findings revealed that there was a significant relationship between teacher quality and school effectiveness (calculated r-value of .323 was greater than the critical r-value of .198 at the 0.05 level of significance). Also, there was a significant relationship between teacher professional qualification and school effectiveness, (calculated r-value of .306 was greater than the critical r-value of .198 at the 0.05 level of significance). These findings implied that high quality teachers were essential for a school to achieve its objectives. The paper therefore, recommended that ministries of education should intensify in-service training for teachers, and give attractive incentives to them so that they could stay long in their jobs and perform their duties effectively.

Keywords: Teacher quality; secondary school effectiveness; teacher professional qualification; teacher experience

ABSTRAK

Artikel ini bertujuan untuk menyiasat kualiti guru dan keberkesanan sekolah menengah. Kajian deskriptif ini dijalankan untuk menentukan sejauh mana guru yang mempunyai kelayakan profesional dan berpengalaman boleh mempengaruhi keberkesanan sekolah. Populasi kajian terdiri daripada pelajar-pelajar sekolah menengah di 17 daerah dalam Kawasan Kerajaan Tempatan Ilorin Selatan, negeri Kwara, Nigeria. Sebanyak 10 buah sekolah menengah telah dipilih dengan menggunakan teknik persampelan rawak. Seramai 15 orang pelajar dari setiap sekolah dipilih sebagai responden kajian. Keseluruhannya, seramai 150 pelajar dijadikan responden kajian. Soal selidik 'Teacher Quality Questionnaire' (TQQ) dan 'School Effectiveness Questionnaire' (SEQ) digunakan untuk mengumpul data. Soal selidik mempunyai kesahan dan kebolehpercayaan yang ditentukan melalui kaedah ujian semula dengan nilai 0.71 bagi TQQ dan 0.77 bagi SEQ. Data yang dikumpul telah dianalisis menggunakan korelasi statistik Pearson. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan antara kualiti guru dan keberkesanan sekolah ($r = \text{nilai } 0.323$ adalah lebih besar daripada $r = \text{kritikal } 0.198$ pada tahap signifikan 0.05). Terdapat juga hubungan yang signifikan antara guru kelayakan profesional dan keberkesanan sekolah ($r = \text{nilai } 0.306$ adalah lebih besar daripada $r = \text{nilai kritikal } 0.198$ pada tahap signifikan 0.05). Dapatan ini menggambarkan bahawa guru-guru yang berkualiti tinggi adalah penting untuk sekolah bagi mencapai objektifnya. Artikel ini mencadangkan supaya Kementerian Pendidikan perlu mempergiatkan latihan dalam perkhidmatan untuk guru-guru, dan memberikan insentif yang menarik kepada mereka supaya mereka boleh kekal lama dalam pekerjaan dan melaksanakan tugas dengan berkesan.

Kata kunci: Kualiti guru; keberkesanan sekolah menengah; kelayakan guru profesional; pengalaman guru

INTRODUCTION

Governments and people around the world regard education as a dynamic tool, which could facilitate personal and national development. As in other parts of the world, the level of socio-political and economic development in

Nigeria is determined by the level of education attained by the citizens. Thus, education becomes an agent of national transformation. The Government and other stakeholders provide human, material and financial resources as inputs into the education system in order to ensure that it plays its roles effectively. Teachers constitute an important human

resource and they are expected to facilitate the educational process in their institutions. Their abilities to do this depend on their quality as reflected in the knowledge, skills and competencies demonstrated in the course of teaching, learning, and other educational activities.

Teacher quality could be examined from various perspectives. It could be examined in terms of teacher's qualification and teacher's competence (Akinwumiju 1995), teacher's status, experience and dedication to duty (Adeyemi 2007). In the same vein, Ijaiya (1998) opined that improving the quality of the teaching force in schools is the key to student achievement. This implies that improvement on teachers' capability should be a matter of concern to educators, policy-makers and parents (Richard & Gema 2008).

Secondary education, which is acquired after primary and before tertiary level by students aged 11 to 17 years, is to prepare them for useful living within the society and for higher education (Federal Republic of Nigeria 2004). It is divided into two stages: junior secondary school and senior secondary school. The junior secondary is the upper part of basic education. The senior secondary is comprehensive with a core curriculum designed to broaden the students' knowledge and outlook. Quality of education at this level would determine the achievement at the higher level of education. Thus, the need for a competent workforce for the actualization of educational objectives at this level cannot be overemphasized if the desirable national development is to be achieved. Therefore, teacher quality and its influence on school effectiveness are focused in this study.

THE PROBLEM

Schools are saddled with the responsibility of preparing students for useful living in the society and for this task to be achieved, teachers in the nation's educational institutions should possess the right qualifications, experience and mastery of the subject matter. The Government has provided opportunities for the training and retraining of teachers. Yet, the performance of students during the period of schooling and after graduation, falls short of expectation as reflected in public examination results and the performance of school graduates in the labour market. Therefore, there is a need to investigate the extent to which teacher quality could influence the achievement of educational objectives.

PURPOSE OF THE STUDY

The purpose of this study was to examine the influence of teacher quality on secondary school effectiveness in the Ilorin South Local Government Area of Kwara State, Nigeria. Specifically, teacher professional qualification and teacher experience were examined as dimensions of teacher quality. The extent to which each of them could contribute to school effectiveness was also determined.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. Establish the relationship between teacher qualification and school effectiveness.
2. Establish the relationship between teacher experience and school effectiveness.

Research Hypotheses

One main hypothesis and two operational hypotheses were formulated to guide this study.

Main Hypothesis

Ho: There is no significant relationship between teacher quality and school effectiveness in the Ilorin South Local Government Area of Kwara State secondary schools.

Operational Hypotheses

- Ho¹: There is no significant relationship between teacher professional qualification and school effectiveness in the Ilorin South Local Government Area of Kwara State secondary schools.
- Ho²: There is no significant relationship between teacher experience and school effectiveness in the Ilorin South Local Government Area of Kwara State secondary schools.

METHODOLOGY

RESEARCH DESIGN

The descriptive survey method was considered an appropriate design because the study was directed towards people, their opinions, attitudes and behaviour. Teacher quality and school effectiveness were examined as they occurred.

POPULATION OF THE STUDY

The study population comprised all the 17 public secondary schools in the Ilorin South Local Government Area of Kwara State. Out of this population, a sample of 10 secondary schools was selected through the random sampling technique. A preliminary survey of the sampled schools showed that there were 465 students in senior classes. From each of the schools, 15 students were randomly selected from the senior classes, making a total of 150 respondents. This represented 32.26% of the students in the senior classes.

RESEARCH INSTRUMENTS

Researchers-designed instruments 'Teacher Quality Questionnaire' (TQQ) and 'School Effectiveness Questionnaire' (SEQ) were used for data collection. The

instruments were based on a 4 – point Likert rating scale of:

- Strongly Agree (SA) - 4 points
- Agree (A) - 3 points
- Strongly Disagree (SD) - 2 points
- Disagree (D) - 1 point

Three experts in educational administration critically examined each of the items in the instruments to determine their suitability. Corrections were effected and the revised instruments were produced for the study. This ensured the face validity of the instruments. In order to ascertain the consistency of the instruments, the test-retest method was used. The reliability co-efficient of TQQ was 0.71 while that of SEQ was 0.77.

The researchers administered the instruments to the respondents. In each school, the researchers met the

principal for adequate introduction and permission to administer the instruments. Each section was explained and sufficient time was given for the completion of the questionnaires, after which they were retrieved. The data collected were analysed using the Pearson Product Moment Correlation statistic. The hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Hypotheses Testing

Ho: There is no significant relationship between teacher quality and school effectiveness in the Ilorin South Local Government Area, Kwara State secondary schools.

TABLE 1. Teacher quality and school effectiveness

Variable	N	\bar{X}	SD	Df	Cal r-value	Critical r-value	Decision
Teacher quality	150	3.103	0.624	148	.323	.198	Rejected
School effectiveness	150	2.904	0.484				

Significant P < 0.05

Table 1 shows that the calculated r-value of .323 is greater than the critical r-value of .198 at the 0.05 level of significance for 148 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between teacher quality and school effectiveness is rejected. This implies that there is a significant relationship between teacher quality and school effectiveness in the Ilorin South Local Government Area secondary schools in Kwara State. This is in line with the opinion of the Centre for Education Policy Analysis (CEPA, 2009), which asserted that effective teachers are the most

important factor in the school organization because they help to close the achievement gap. That is to say, without quality teachers, school effectiveness cannot be achieved. The Government succinctly put it that no education system could rise above the quality of its teachers (Federal Republic of Nigeria 2004).

Ho¹: There is no significant relationship between teacher professional qualification and school effectiveness in the Ilorin South Local Government Area, Kwara State secondary schools.

TABLE 2. Teacher professional qualification and school effectiveness

Variable	N	\bar{X}	SD	Df	Cal r-value	Critical r-value	Decision
Teacher professional qualifications	150	3.23	0.43	148	.306	.198	Rejected
School effectiveness	150	2.85	0.48				

Significant P < 0.05

Table 2 shows that the calculated r-value of .306 is greater than the critical r-value of .198 at the 0.05 level of significance for 148 degrees of freedom. Hence, the null hypothesis, which states that there is no significant relationship between teacher professional qualification and school effectiveness, is rejected. This means that there is a significant relationship between teacher professional qualification and school effectiveness in the Ilorin South Local Government Area secondary schools in Kwara State. The finding is in agreement with Boyd (2007) who stated that teachers’ academic qualifications are associated with

effectiveness because of the rigour of the programmes they complete and their achievement before they acquire the qualifications. The finding is also in harmony with Adeyemi (2010), and Yala and Wanjohi (2011), who opined that teachers’ experience and educational qualifications were the prime predictors of students’ academic achievement.

Ho²: There is no significant relationship between teacher experience and school effectiveness in the Ilorin South Local Government Area, Kwara State secondary schools.

TABLE 3. Teacher experience and school effectiveness

Variable	N	\bar{X}	SD	Df	Cal r-value	Critical r-value	Decision
Teacher experience	150	3.29	.420	148	.515	.198	Rejected
School effectiveness	150	2.85	.483				

Significant $P < 0.05$

Table 3 shows that the calculated r-value of .515 is greater than the critical t-value of .198 at the 0.05 level of significance for 148 degrees of freedom. Hence, the null hypothesis, which states that there is no significant relationship between teacher experience and school effectiveness, is rejected. This means that there is a significant relationship between teacher experience and school effectiveness in the Ilorin South Local Government Area secondary schools in Kwara State. The finding is in harmony with Rice (2010) who stated that experience promotes effectiveness. The finding is also in line with Owolabi (2007) who opined that the Government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience towards the improvement of the system.

IMPLICATIONS OF THE FINDINGS

The findings of this study have the following implications:

1. A school with high quality teachers is likely to be effective.
2. Teacher professional qualification is essential for a school to be able to achieve its objectives.
3. Experienced teachers could contribute to school effectiveness. Hence, they should be encouraged to stay on in their jobs.

CONCLUSION

This study focused on the relationship between teacher quality and school effectiveness. The results showed that teacher professional qualification and teacher experience, which were examined as teacher quality variables were positively related to school effectiveness. Other variables such as teacher's status and level of dedication to duty, which could influence teacher quality, were not considered in this study. The findings imply that professionally qualified and experienced teachers could add value to the outcome of the school system. Staff development programmes such as in-service training, should be organized for non-professional teachers to improve their job performance for greater school effectiveness. In addition, trained teachers should be motivated to stay longer on the job so that their expertise and experience could be tapped for school effectiveness. It is also recommended that Government regulations on the appointment of only professionally trained teachers at all levels of the educational institutions (Federal Republic of

Nigeria 2004) should be enforced; and that newly recruited teachers into secondary schools should be paired with experienced ones for guidance and support on the job for school effectiveness to be achieved.

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