



Influence Of Teacher Quality On Students' Academic Achievement In English Language In Senior Secondary Schools In Nigeria

Fatima Musa

Department of Education

College of Education and Legal Studies Nafada, Gombe State, Nigeria

E-mail Address: fatimamusa@gmail.com

Phone Numbers: 080-32846667, 08026248747

ABSTRACT

This study aimed to determine the influence of teacher quality on students' academic achievement in English language in senior secondary schools in Nigeria. It was guided by specific objectives and four null hypotheses. It adapted ex post facto research design, the population for the study is 1,114, it consisted 21 English Language Teachers and 1,093 SS III students 2021/2022 academic session, the sample size was 314 respondents, comprising 21 English Language Teachers and 293 SS III students in Nafada LGA, Gombe State. The sample was determined using G*Power 3.1. English Language Teacher' Qualification Questionnaire (ELTQQ) and students' SSCE/WASCE examination result sheet for English language 2021/2022 academic session. Linear Regression was used in the tests of hypotheses. The study found that, teachers' years of experience had significant no relationship with students' academic achievement. Thus recommended that, Government and employers should work to identify the factors that weakened the productivity of the teachers with higher years of experience with a view to reenergizing them to work towards high students' academic performance.

Keywords: Teacher Quality, Students' Academic Achievement, English Language, Senior Secondary Schools

INTRODUCTION

Student achievement is the measurement of the amount of academic content which a student learns in a given time frame. Students' achievement is the extent to which a learner has attained short or long-term educational goals. According to Yunkim (2015), students' achievement is a product of multiple forces ranging from; school vision and goals, effective leadership, students and parental expectations, positive reinforcement, monitoring progress, viable curriculum, effective feedback, programme evaluation, parenting expectation, school care, policies, student characteristic and teacher variables. Teachers' qualities are considered to be paramount and predictors of student achievement, they stand to tailor other forces to ensure students achievements. They are the qualities that can be derived from elements that are liable to vary such as teachers' attitudes, qualifications, teaching skills, years of experience and enthusiasm. Teachers have been identified as the heart of the educational process and the main determinant of the quality and effectiveness of student academic results. Teachers' quality toward teaching includes work value, teaching method, teacher's qualification and teacher's commitments (Abdullahi & Bichi, 2015). Teachers' ability can only be articulated to sound teaching and learning through a medium termed language of instruction.

Several researchers have argued that teacher quality is a powerful predictor of students' achievement. The research carried out by Berger (2013) identifies teacher quality as the most important school-related factor influencing student achievement. Gong, Lu and Song (2018) opined that measures of teacher preparation and qualification are by far the strongest correlates of student achievement in reading and mathematics. Bird (2017) found out a strong and statistically significant difference between teachers' qualifications and achievement. Studies show little impact of emergency or alternative- route certification on students' performance in either mathematics or science as compared to teachers who acquire standard certification. Alonge and Imogie (2017) found out that a teacher's advanced degree is not generally associated with increased students learning from eight to tenth grade, but having an advanced degree in mathematics and science for mathematics and science teachers appear to influence students' achievement.

Nigeria as a multilingual country comprised of different races, which occupied geographically, a complicated landscape from its historic-cultural, political, economic and educational developments. English is widely spoken and it occupies a primal function at the workplaces, mass media, and as a medium of instruction in schools along with the three nationally recognized indigenous languages of Nigeria. The role of English language did not diminish since the attainment of independence rather it has taken additional roles. The language is an important factor in the educational system, more especially when it functions as a medium of instruction in schools. It is the language of art and science and a passport to educational advancement and prestigious employment, the language of commerce, trade and administration, and a means of national and international communication (James & Taiwo, 2018). The main objective in every teaching is to bring about development of an individual through acquisition of the desired knowledge, values and skills to enable him/her function in a particular way. Despite the importance attached to English Language, and efforts made by stake holders in the educational sector to optimize the learning of English Language as a school subject, students' achievement in English Language is not commensurate to the investment made in it.

Teachers are among the most important stakeholders influencing student achievement, holding the key to sealing the gaps in students' achievement. It takes a competent teacher to be able to teach the language skills effectively and to make their students competent users of English language. This means that the teacher should possess some characteristics to make him an effective teacher. Educators have come to realize that any meaningful improvement in the education that students receive is highly dependent on the quality of the instruction that the teacher provides. Gombe state Government created about 700 jobs to teachers with teaching qualification. So also with the creation of N-Power programme by the federal government of Nigeria which about 70-80% of them were posted to teach in ensuring the brighter future of the upcoming generation teachers with educational qualification and specifically with specialization in English were given special consideration in the employment processes because of the role they play in the field of education. Training and retraining of teachers of English language was made to ensure effective lesson delivery to their students.

Statement of the Problem

Students' achievement in English language in WASSCE is a bridge to their career progression, well-coordinated school variables make the dream come true, and the strongest amongst these variables is the teacher variable, who works between the input and products to ensure students achievement to be feasible. English is a core subject at the secondary school level; it is taught by teachers in secondary school, students' achievement is directly proportional to their achievement in external examinations. The declining students' achievement in English language in WASSCE is worrisome. However, parents and all stakeholders concerned with students' achievement in these examinations are not satisfied with the outcome over the years. These outcomes may not be unconnected with the teachers' role in teaching. Scholars have attributed the problem to poor handling of the subject by teachers who are not well versed in classroom dynamics (Kim&Seo, 2018). It is equally important to note that teachers need to be vast in several aspects to teach efficiently. It is observed that previous studies have centred attention mainly on investigating the differences or relationship between individual teachers' variables and students' academic achievement. These raise the desire of the researcher to determine the influence of teacher quality on students' academic achievement in English language in senior secondary schools in Nigeria.

Purpose of the Study

The purpose of the study is to determine the influence of teacher quality on students' academic achievement in English language in senior secondary schools in Nigeria. Specifically, the study will seek to determine:

1. To examine the relationship between teachers' qualification and students' academic achievement in English language.
2. To determine the relationship between teachers' years of experience and students' Academic achievement in English language.
3. To determine the relationship between teachers' specialization and students' academic achievement in English language.
4. To examine the relationship between teachers' gender and students' academic achievement in English language.

Research Hypotheses

The following hypotheses were formulated to guide the conduct of the study and tested at 0.05 level of significance;

1. There is no significant relationship between teachers' qualification and students' academic achievement in English language.
2. There is no significant relationship between teachers' years of experience and students' Academic achievement in English language.
3. There is no significant relationship between teachers' specialization and students' academic achievement in English language.
4. There is no significant relationship between teachers' gender and students' academic achievement in English language.

Theoretical Framework

The theoretical framework of this study is based on Thorndike (1898) Law of effect theory. The law of effect is a psychological principle advanced by Edward Thorndike in 1898 on the matter of behavioural conditioning which states that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation. Thorndike states that when an S-R theory is established in instrumental conditioning between the instrumental response and the contextual stimuli that are present, the response is reinforced and the S-R theory holds the sole responsibility for the occurrence of that behaviour.

Thorndike law of effect implied to this study on the relationship of teachers variable with students' achievements when the stimulus is significant the performance follows. In this regard, teachers' variables serve as the stimuli while students' achievement serves as the response (S = teachers' variable and R = students achievement).

METHODOLOGY

The research design for this study is ex post facto research designs; it is imperative for the study because it sought to weigh the influence of teacher quality on students' academic performance in English language in senior secondary schools in Nigeria through the use of students' achievement in English Language. The population for the study was 1,114, it consisted 21 English Language Teachers and 1,093 SS III students 2021/2022 academic session in Nafada LGA, Gombe State. The sample size for this study was 314 respondents, comprising 21 English Language Teachers and 293 SS III students in Nafada LGA, Gombe State. The sample was determined using G*Power 3.1. The instruments for data collection for this study were English Language Teacher' Qualification Questionnaire (ELTQQ) and students' SSCE/WASCE examination result sheet for English language 2021/2022 academic session. The ELTQQ was used to collect data relating to teachers variables; qualification, experience, specialisation and gender, it was not be subjected to any form of validity because it only seek to established the teachers qualification and area of specialization, and students' SSCE/WASCE examination result sheet was used to collect data on students achievements. It was not be validated since it was standardised by examination bodies (WAEC/NECO) thus considered valid, because it stand any judgement related to

students' achievement. The researcher and the research assistants visited the schools to collect data using ELTQQ and students' SSCE/WASCE examination result sheet. Linear Regression was used in the test of hypotheses. If p-value is equal to or less than 0.05 level of significance H_0 rejected, otherwise H_0 accepted.

RESULTS AND DISCUSSION

Hypothesis One

There is no significant relationship between teachers' qualification and students' academic achievement in English language.

Table 1: Linear Regression Table of relationship between teachers' qualification and students' academic achievement in English language

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	Adjusted R Square
Regression	2	9.063	4.532	39.551	0.000 ^a	0.710
Residual	312	32.999	0.115			
Total	314	42.062				

The linear regression Table 1 indicated the R values; $F = 39.551(df\ 2, 312)$, $P < 0.05$. Since the p – value (0.000^a) is less than 0.05 alpha level H_0 is rejected. Hence, there is significant relationship between teachers' qualification and students' academic achievement in English language. Moreover, the Adjusted R Square (0.710) indicated that teachers' qualification had significant relationship with students' academic achievement.

Hypothesis Two

There is no significant relationship between teachers' years of experience and students' Academic achievement in English language.

Table 2: Linear Regression Table of relationship between teachers' years of experience and students' academic achievement in English language

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	Adjusted R Square
Regression	2	9.007	4.314	60.23	.854 ^a	0.670
Residual	312	33.055	2.691			
Total	314	42.062				

The linear regression Table 2 indicated the R values; $F = 60.23 (df\ 2, 312)$, $P < 0.05$. Since the p – value (0.854^a) is greater than 0.05 alpha level H_0 is Accepted. Hence, there is no significant relationship between teachers' years of experience and students' academic achievement in English language. Moreover, the Adjusted R Square (0.670) indicated that teachers' years of experience had significant no relationship with students' academic achievement.

Hypothesis Three

There is no significant relationship between teachers' specialization and students' academic achievement in English language.

Table 3: Linear Regression Table of relationship between teachers' specialization and students' academic achievement in English language

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	Adjusted R Square
Regression	2	6.574	63.574	34.309	0.000 ^a	0.638
Residual	312	35.488	5.117			
Total	314	42.062				

The linear regression Table 2 indicated the R values; $F = 34.309$ (df 2, 312), $P < 0.05$. Since the p – value (0.000^a) is less than 0.05 alpha level H_0 is rejected. Hence, there is significant relationship between teachers’ specialization and students' academic achievement in English language. Moreover, the Adjusted R Square (0.638) indicated that teachers’ specialization had significant relationship with students’ academic achievement.

Hypothesis Four

There is no significant relationship between teachers' gender and students' academic achievement in English language.

Table 4: Linear Regression Table of relationship between teachers’ gender and students' academic achievement in English language

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	Adjusted R Square
Regression	2	5.465	4.532	25.967	0.000 ^a	0.778
Residual	312	36.597	0.115			
Total	314	42.062				

The linear regression Table 2 indicated the R values; $F = 25.967$ (df 2, 312), $P < 0.05$. Since the p – value (0.000^a) is less than 0.05 alpha level H_0 is rejected. Hence, there is significant relationship between teachers’ gender and students' academic achievement in English language. Moreover, the Adjusted R Square (0.778) indicated that teachers’ gender had significant relationship with students’ academic achievement.

Findings of the study

The results of data analysis revealed that;

1. teachers’ qualification had significant relationship with students’ academic achievement.
2. teachers’ years of experience had significant no relationship with students’ academic achievement.
3. teachers’ specialization had significant relationship with students’ academic achievement.
4. teachers’ gender had significant relationship with students’ academic achievement.

DISCUSSIONS OF FINDINGS

Based on the findings of the study, the results were discussed below;

The finding on the influence of teachers’ qualification on students’ achievement, revealed that teachers’ qualification had significant relationship with students’ academic achievement. This agrees with the findings of Muhammad (2021) that teachers qualification significantly influences students achievement. Saidu (2022) also found that students taught by low teaching qualification have low academic performances. However, Yun kim (2015) revealed that teachers qualification does not influence students achievement. Those teacher might have been working in the state where qualification is not considered in promotion and appointment that may help to boosting their morales towards improving student’s achievements.

The finding on the influence of teachers’ years of experience on students’ achievement, revealed that teachers’ years of experience had significant no relationship with students’ academic achievement. This disagreed with Akinsolu (2010) that; teacher’s qualification, experience and teacher student ratio were significantly related to student's academic performance. Thus agreed with Yun kim (2015) that teachers experience significantly influences students achievement. Those teachers might be exposed to other variables such as; motivate aspects, environmental and occupational that were not opened to the teachers in this context.

The finding on the influence of teachers’ specialisation on students’ achievement, revealed that teachers’ specialization had significant relationship with students’ academic achievement. This agreed with Julius (2016) that teachers specialisation influenced students achievement. However the findings of Akinsola (2010) revealed that teachers specialisation does not influence student’s achievement.

The finding on the influence of teachers' gender on students' achievement, revealed that teachers' gender had significant relationship with students' academic achievement. This disagreed with Bird (2017) and Alonge and Imogie (2017) that teachers' gender had no relationship with students' academic performance. Moreover, Oviawe (2016) revealed that there is significance difference between teachers' gender and students' academic performance.

CONCLUSION

Based on the findings of the study it is concluded that teacher's experiences do not influence students' achievement, this is because years of service without other vital aspects like motivation, conducive environment, commitment and lots more cannot make any amend to students' achievements.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that;

1. Government and employers of teachers should consider qualification in determining rewards and remunerations so that the teachers with lower qualifications will aspire to acquire higher qualification to improve students' achievement.
2. Government and employers should work to identify the factors that weakened the productivity of the teachers with higher years of experience with a view to reenergizing them to work towards high student's academic performance.
3. Government and employers should identify other areas of specialization that are not in force and make arrangements for inclusion in to teacher education programmes so that a wide range of specialists will be obtained.
4. Government and employers need to campaign for gender related issues to enable students explore their potentials by obtaining high students' academic achievement.

ACKNOWLEDGEMENT



The researcher gratefully recognizes the Tertiary Education Trust Fund (TETFund), Nigeria, for its help in providing this research project with the Institutional Based Research (IBR) award, which was crucial in providing funds. The study's successful completion and the creation of this journal publication were both strongly influenced by this support. The TETFund's financial support and the chance to undertake this research are both greatly appreciated by the researcher.

REFERENCES

- Abdullahi, S., & Bichi, A. A. (2015) Gender issue in students' academic achievement in English language. *Kano Journal of Educational Studies*, 4(1) , 31-38.
- Alonge, H.O.&Imogie, R.I (2017) Teacher factors as correlates of public secondary school student' academic performance in Benin metropolis, Nigeria. *Bayero journal of education in Africa Vol.6*
- Berger, N.(2013) *The relationship between social class and student's academic achievement goals. Unpublished Masters Thesis*, the University of Newcastle, New South Wales, Australia
- Bird, D.O.(2017) *Relationship Between Teacher Impactiveness and student achievement: an investigation of Teacher Quality*.Unpublishedph.d Dissertation. Ball state University Muncie, Indiana
- Gong, J., Lu, Y., & Song, H. (2018) The effect of teacher gender on students' academic and non-cognitive outcomes. *Journal of Labor Economics*, 36(3) , 743-778.

- James., N., Taiwo (2018) Achievement in science education among secondary and high school students. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6) , 2353-2366.
- Johansson, S., &Myrberg, E. (2019) Teacher specialization and student perceived instructional quality: what are the relationships to student reading achievement?. *Educational Assessment, Evaluation and Accountability*, 31(2) , 177-200.
- Julius, M. G.(2016) *Impact of Teacher quality on student achievement in mathematics in secondary schools in TharakaNithi county, Kenya*. An unpublished M.Ed thesis submitted to Kenyatta University, Kenya.
- Kim, K. R., &Seo, E. H. (2018) The relationship between teacher efficacy and students' academic achievement: A meta-analysis. *Social Behavior and Personality: an international journal*, 46(4) , 529-540.
- Maphoso, L. S. T., & Mahlo, D. (2015) .Teacher qualifications and pupil academic achievement. *Journal of Social Sciences*, 42(1-2) , 51-58.
- Yunkim, S.(2015) *The Impact of Teacher Quality on student's achievement in Urban Schools: A multilevel analysis*. Unpublished Ph.d thesis submitted to the University of Texas at Rustin.