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TEACHERS' EFFECTIVENESS IN MAINTAINING STANDARDS IN BASIC EDUCATION IN KWARA CENTRAL SENATORIAL DISTRICT

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Olatunji, D. S, Jimoh, M. I, Balogun, A. O, Saidu, A.
and Alhanssan, Y. S.

Abstract

This study investigated teachers' effectiveness in maintaining standards in basic education in Kwara Central Senatorial District. Specifically the study determined the influence of teaching qualification, years of teaching experience, areas of specialization and gender on teachers' effectiveness. The population of the study was 3,410 Upper basic teachers in the 84 schools in the district out of which 300 teachers were randomly drawn from 30 schools as sample for the study. A questionnaire titled My Teacher Effectiveness Inventory (MTEI) was used to collect data about the teachers' effectiveness from their students. The collected data were analyzed with percentage and chi squares. The findings showed that teachers in Basic Schools possess the minimum teaching qualification. Teachers' gender, teaching qualifications, years of teaching experience and area of specialization significantly influenced their effectiveness. Based on these findings, it was recommended that B.Ed/B. Sc/B. A. (Ed. should be the least qualification for teaching in Upper Basic schools in Kwara Central Senatorial District. The experienced teachers should mentor the less experienced and newly recruited teachers; teachers area of specialization or discipline should be adhere to in recruitment and placement of teachers. Also, male teachers should update their knowledge through series of in-service training and refresher courses. These would improve teachers' effectiveness and standard in Basic Education would be assured.

Key Words: Teachers' Effectiveness, Standard, Basic Education

Introduction

The quality of education depends on the teachers as reflects in the performance of their duties. Quality of teaching is the most crucial school

based factor contributing to students learning. Hence, teachers have an important influence on students' academic achievement and they play a crucial role in educational attainment, they are ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Thus, teachers' ability has direct impact on students' growth and this essentially determines standard. Kemp & Hall, (1992) submitted that effective teachers employ systematic teaching procedures, spend more time working with small groups throughout the day, give systematic feedback to students about their performance, run more orderly classrooms, adjust the difficulty level of materials to students ability, have higher rate of achievement in their classes and clearly articulate rules and include children in discussions about rules and procedures. Effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Nigerian government places emphasis on the quality of education and established nationally acceptable standards and practices in order to ensure even progress and development throughout the country (Federal Ministry of Information and Culture, 2000). This is confirmed by establishment of Universal Primary Education (UPE) programme in September 1976 by the Federal Government. In quest for quality, UPE was replaced with Universal Basic Education (UBE) by Obasanjo Regime in 1999. Education is also free for children from primary school to Junior Secondary School. Various responsibilities were assigned to all levels of government (Federal, State and Local Government). Need for equitable distribution and effective application and use of the learning materials was stressed by the present government saying "We must do all we could to ensure that textbook and instructional materials bring added value to our education process for a functioning UBE". The former Minister of Education (Prof. Ruqayyatu Ahmed Rufai) said the distribution of the educational materials was part of Federal Government strategies aimed at improving quality of education, charging the Universal Basic Education Commission (UBEC) to track the movement and usage of the materials supplied.

The training of children and adolescents in the norms and aspirations of the nation is a very veritable instrument for nation integration and development, it was expected that the educational reform or re organization would be carried out to enable Nigeria's education cater for the future profession needs (Ayeni, 2000). The restructuring is important if we are to expect optimal result from over envisage objective of education.

The Federal Government involvement in the organization of UBE scheme was therefore necessary if the integration of the nation was to be achieved. The scheme was also desirable to enable the federal government ensure that the children are taught the culture of the society, the desire to inculcate in the children the knowledge of literacy, numeracy and the ability to communicate made the UBE scheme worthwhile. Aside this, there is the need to lay a sound foundation for scientific and reflective thinking, character and moral training, and the development of sound attitude, and above all, develop in the child the ability to adapt to his changing environment (Federal Government of Nigeria, 1999).

Despite government huge investment in basic education, its' output in terms of quality of students have been observed not commensurate with government expenditure. What then are responsible for the widely acclaimed fallen standard of education in Nigeria? Researchers (Yusuf, 2002; Lawal 2003 and Ololube, 2005) argued that these problems could largely be attributed to the use of incompetent teachers in the instructional process aside the issue of embezzlement and corrupt practices. Studies of Adediwura & Tayo, (2007) and Adu & Olatundun, (2007) suggested that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Umoh, (2006) submitted that students' poor performance in public examinations is a factor of poor teacher preparatory programmes and that many teachers do not have required teaching qualifications. This assertion was supported by Ololube, (2005) discovery that incompetent teachers are still been employed to teach. Researchers like Ofoegbu, (2004); Osunde & Izeubigie, (2006) and Nzekwe, (2008) among others have argued that falling educational standards can be attributed to involvement or engagement of teachers who are unqualified in instructional process. Contrary to this Ololube's, (2006) study revealed that teachers who possess higher academic qualifications and are professionally qualified usually perform better because they have a wider sense of teaching methods. He also submitted that gender, subject specialization, years of experience and academic qualification have significant influence on teachers effectiveness. The study of Omoteso, Olayiwola & Onadiji, (2012) revealed that many of the teachers in private schools have required minimum teaching qualification as highlighted in the National Policy on Education; the study also revealed that teachers' gender, subject specialization, years of teaching experience and academic qualification significantly influenced teachers' effectiveness. Professional training of teachers include the skills, rudiments and

techniques that affect teaching and bring about effective application of curriculum in schools, preparation of effective lesson plans thus, create a great deal of professional competence.

The Universal Basic Education has been seen as the way out of illiteracy, it is planned to be achieved by putting in place different tools of learning for proper teaching. However, it is important to note that despite the good functioning of the UBE programme, it is still faced with challenges of qualified teachers among others. Thus, this study investigates the teachers' effectiveness in maintaining standards in Basic Education. It determines the influence of gender, qualification, years of experience, and area of specialization on teachers' effectiveness in maintaining standards in Basic Education. To this end, the following research questions were focused in the study.

1. Does teachers' gender influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District?
2. What is the level of teachers' effectiveness in Upper Basic Education in Kwara Central Senatorial District?
3. What are the teaching qualifications of teachers in Upper Basic Education in Kwara Central Senatorial District?
4. Does teachers' teaching qualification influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District?
5. Does teachers' year of teaching experience influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District?
6. Does teachers' area of specialization influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District?

The following null research hypotheses derived from the research questions were formulated for the study.

H₀₁: Teachers' gender will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

H₀₂: Teachers' teaching qualification will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

H₀₃: Teachers' year of teaching experience will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

H₀₄: Teachers' area of specialization will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

Methodology

Descriptive survey research design was adopted for the study. The population consisted of all the teachers in Upper Basic Schools in Kwara Central Senatorial District. 300 teachers were randomly drawn from the total of 3,410 upper basic teachers in Kwara Central Senatorial District. The teachers were drawn from 30 schools out of a total of 84 Upper Basic Schools in the district. A questionnaire titled My Teachers' Effectiveness Inventory (MTEI) was used to collect data. It was divided into two sections. Section A contained teachers' biographic information and was completed by the teachers. Section B contained 30 items on teachers' effectiveness which was completed by the students. The instrument has 4-point likert type response option from Very Effective (VE -4points) through Not Effective (NE -1point). Expert judgement was used in validating the instrument. The test-retest reliability coefficient of 0.78 was obtained. Analysis of data was done using percentage and chi square statistics.

Results and Discussion

Research Question One: What is the level of teachers' effectiveness in Upper Basic Education in Kwara Central Senatorial District?

Information collected on the level of teachers' effectiveness was summed and subjected to percentage analysis.

Table 1: Frequency and Percentage Table on Teachers' Effectiveness

Effectiveness	Frequency	Percentage (%)
0-30 (Not Effective)	5	1.7
31-60 (Just Effective)	15	5.0

61-90 (Effective)	82	27.3
91-120 (Very Effective)	198	66.0
Total 300	100.0	

Table 1 revealed that 198 (66%) of the students sampled agreed that teachers were very effective; 82 (27.3%) were effective; 15 (5%) were just effective while 5 (1.7%) were not effective.

Research Question Two: What are the teaching qualifications of teachers in Upper Basic Education in Kwara Central Senatorial District?

Information collected from the teachers on their teaching qualification was summed and subjected to percentage analysis

Table 2: Frequency and Percentage Table on Teachers' Teaching Qualifications

Teaching Qualifications	Frequency	Percentage (%)
NCE	78	26.0
B.Ed/B.Sc(Ed)/B.A. (Ed)	132	44.0
B.Sc/HND	60	20.0
M.Ed	30	10.0
Total	300	100.0

Result in table 2 reveals that 78 (26%) of the teachers had NCE certificates, 132 (44%) possessed Bachelor of Education and/ or Bachelor of Science or Arts Degree in Education while others 60 (20%) and 30 (10%) have Bachelor of Science degree and/ Higher National Degree and Masters Degree in education respectively.

Hypotheses Testing

Ho₁: Teachers' gender will not significantly influence their level of effectiveness in Basic Education in Kwara Central Senatorial District

Items on teachers' effectiveness rated by the students were collated based on gender and was tested using Chi Square statistic.

Table 3: Chi Square Analysis on Influence of Gender on Teachers' Effectiveness

Gender	Level of Teachers' Effectiveness						df	X ²	Sig.
		NE	JE	E	VE	Total			
Male	Count	59	19	17	13	108			
	Expected	26.3	24.8	27.7	29.2	108.0			
Female	Count	14	50	60	68	192	3	86.27	.000
	Expected	46.7	44.2	49.3	51.8	192.0			
Total	Count	73	69	77	81	300			
	Expected	73.0	69.0	77.0	81.0	300.0			

Table 3 indicates chi square (X²) value of 86.27 which is significant at 0.05 alpha level. Since the calculated significance value (0.000) is less than 0.05 alpha level ($0.000 < 0.05$) hypothesis 1 is rejected. This implies that teachers' gender significantly influenced their level of effectiveness. Female teachers are more effective in teaching than their male counterparts in Upper Basic Education in Kwara Central Senatorial District.

H₀₂: Teachers' teaching qualification will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

Items on teachers' effectiveness rated by the students were collated in accordance with the teachers' teaching qualification and were tested using Chi Square statistic.

Table 4: Chi Square Analysis on Influence of Teaching Qualification on Teachers' Effectiveness

Quali.	Level of Teachers' Effectiveness						df	X ²	Sig.
		NE	JE	E	VE	Total			
NCE	Count	35	25	8	10	78			
	Expected	21.3	12.2	16.1	28.3	78.0			
B.Ed/B.Sc/B.A (Ed)	Count	13	7	40	72	132			
	Expected	36.1	20.7	27.3	48.0	132.0			
B.Sc. / H ND	Count	19	9	12	20	60	9	90.73	.000
	Expected	16.4	9.4	12.4	21.8	60.0			

M.Ed	Count	15	6	2	7	30
	Expected	8.2	4.7	6.2	10.9	30.0
Total	Count	82	47	62	109	300
	Expected	82.0	47.0	62.0	109.0	300.0

As shown on table 4 above Chi square (X^2) calculated value is 90.73 while its significant value is 0.000 at alpha level of 0.05. On this basis, the null hypothesis one that stated that teachers' teaching qualification will not significantly influence their level of effectiveness is rejected because the significance value .000 is less than 0.05 alpha level (.000 < 0.05).. Thus, teachers' teaching qualification significantly influenced their level of effectiveness. B.Ed/B.Sc/B.A(Ed) qualifications significantly influenced teachers' level of effectiveness followed by B.Sc /H ND and M. Ed qualifications while NCE qualification has least influence on teachers' level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

H₀₃: Teachers' years of teaching experience will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District

Items on teachers' effectiveness rated by the students were collated in accordance with the years of teaching experience of the teachers and was tested using with Chi Square statistic.

Table 5: Chi Square Analysis on Influence of Years of Teaching Experience on Teachers' Effectiveness

Experience	Level of Teachers' Effectiveness						df	X ²	Sig.
		NE	JE	E	VE	Total			
1-5 Years	Count	8	3	1	3	15			
	Expected	1.5	1.6	3.7	8.2	15.0			
6-10 Years	Count	15	7	5	8	35			
	Expected	3.5	3.7	8.6	19.1	35.0			
11-15 Years	Count	3	2	8	57	70	9	120.21	.000
	Expected	7.0	7.5	17.3	38.3	70.0			
16 Years >	Count	4	20	60	96	180			
	Expected	18.0	19.2	44.4	98.4	180.0			
Total	Count	30	32	74	164	300			
	Expected	30.0	32.0	74.0	164.0	300.0			

Table 5 revealed chi square value (X^2) of 120.21 with a significance value of .000 at 0.05 alpha level. On this basis, the null hypothesis two is rejected since the significance value .000 is less than 0.05 alpha level (.000 < 0.05). Therefore, teachers' years of teaching experience significantly influence their level of effectiveness. The level of effectiveness is such that 11-15 years of teaching experience significantly influenced teachers' level of effectiveness followed by 6-10 years and 16 years and above of teaching experience while 1-5 years of teaching experience has least influence on teachers' level of effectiveness.

H₀₄: Teachers' area of specialization will not significantly influence their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

Items on teachers' effectiveness rated by the students were collated in accordance with the teachers' Areas of Specialization and were analyzed with Chi Square statistic.

Table 6: Chi Square Analysis on Influence of Area of Specialization on Teachers' Effectiveness

Specialization	Level of Teachers' Effectiveness								
		NE	JE	E	VE	Total	df	X ²	Sig.
Social Sciences	Count	5	36	51	70	162			
	Expected	8.1	27.5	40.0	86.4	162.0			
Sciences	Count	6	8	10	49	73			
	Expected	3.7	12.4	18.0	38.9	73.0			
Arts	Count	4	7	13	41	65	6	22.58	.001
	Expected	3.3	11.1	16.0	34.7	65.0			
Total	Count	15	51	74	160	300			
	Expected	15.0	51.0	74.0	160.0	300.0			

Result in table 6 shows Chi square (X^2) calculated value 22.58 with 0.000 significant value of 0.05 alpha level. On this basis, the null hypothesis three that was earlier stated that teachers' area of specialization will not significantly influence their level of effectiveness is rejected because the significance value .000 is less than 0.05 alpha level (.000 < 0.05). Thus, teachers' area of specialization significantly influence their level of effectiveness. Area of specialization that mostly influenced level of

effectiveness is Arts followed by Sciences while Social Sciences has least influence on teachers' level of effectiveness in Upper Basic Education in Kwara Central Senatorial District.

Summary of Findings

One hundred and ninety-eight (66%) of the teachers were very effective, 82 (27.0%) were effective, 15 (5%) were just effective while just 5 (1.7%) were not effective. Eighty percent [NCE 26.0% + B. Ed/B. Sc (Ed)/B.A (Ed) 44.0% + M. Ed 10.0%] of the teachers are professionally qualified. Teaching qualifications, years of teaching experience, area of specialization and gender significantly influenced the level of effectiveness of Upper Basic teachers in Kwara Central Senatorial District.

Discussion of Findings

It was found that majority of the teachers in Upper Basic School were effective, this could be as a result of their professional qualification (educational background). This finding agrees with Omoteso, Olayiwola & Onadiji, (2012) but, disagrees with Umoh, (2006) and Ololube, (2005) submission that many teachers who do not have required minimum teaching qualifications are still been employed to teach. The study revealed that teachers' gender, teaching qualifications, years of experience and areas of specialization significantly influenced their level of effectiveness in Upper Basic Education in Kwara Central Senatorial District. The submission of Ololube, (2006) and Omoteso, Olayiwola & Onadiji, (2012) that teachers' gender, subject specialization, years of teaching experience and academic qualification significantly influenced their effectiveness which corroborated these findings.

Conclusion

Upper Basic School teachers in Kwara Central Senatorial District possessed minimum teaching requirement and this result into their high level of effectiveness. Also, teachers' gender, teaching qualifications, years of teaching experience and area of specialization have significant influence on teachers' effectiveness.

Recommendations

1. B. Ed/ B.Sc. or B. A. (Ed) should be the least qualification for teaching in Upper Basic Schools in Kwara Central Senatorial District

2. The more experience Upper Basic Teachers (11-15years and 16 years and above) should mentor the newly recruited and less experienced staff (1-5years) to ensure improvement in their effectiveness.
3. Teachers' area of specialization or discipline should be adhering to in recruitment and placement for better performance and standard sustenance.
4. Male teachers in Upper Basic Schools should be encouraged to update their knowledge through series of in-service training and refresher courses so as to improve on their effectiveness.

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