

## ASSESSMENT OF TEACHERS' QUALITIES IN PUBLIC SENIOR SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

BY

**Fadare, Abigail Oluyemisi:**

Department of Educational Management, Faculty of Education, South Amazon University;  
ebonnyem2005@gmail.com

### **Abstract**

*This study examined teachers' qualities in public senior secondary schools in Kwara State, Nigeria. Descriptive survey research design was employed in which a total sample of 100 teachers and 20 principals were randomly selected from a population of 2,224 teachers in Ilorin West Local Government Area of Kwara State, Nigeria. A multistage sampling technique was adopted for data collection. One research question and Two hypotheses guided the conduct of the study. Findings revealed that both teachers and principals unanimously agreed with all the items of the TQQ (Teacher Quality Questionnaire) that teachers qualification, experience, mastery of subject matter, cognitive ability and exposure transformed teachers' quality in public senior secondary schools in Kwara State, Nigeria. Based on the findings, it was recommended, among others, that Teachers Registration Council of Nigeria (TRCN) should ensure professionalism of teaching as a passionate career and not a stepping stone for desperate job seekers. TESCOM and Quality Assurance Bureau should periodically assess public senior secondary school teachers to ensure good quality in their teaching profession.*

**Keyword:** *Assessment, Academic performance, Students, Public secondary school, Kwara*

### **Introduction**

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Based on the work of scholars like Delclos, Vye, Burns, Bransford, & Hasselbring, 1992; Poehner, 2007 teachers assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner. In Nigeria, education is seen as an instrument par excellence for effective national development. As such, education is expected to be of high quality in order to produce sound and quality products that can contribute to the growth of national economy, no economic development is possible without good education. A balanced education system promotes not only economic development but productivity, and generates individual income per capital which influence is noticeable at the micro level of an individual family as more people could be educated better and the entire country could be more advanced and develop more because the more people educated, the cleverer the country and its economy get. The quality of education of a nation could be determined by the quality of her teachers, the most important factor in improving student academic achievement in schools is by employing seasoned and qualified teachers in schools. (Abe & Adu, 2013). The extent to which students learning could be enhanced depends on the quality of the teachers handling their various subjects such as English and Mathematics which are core subjects in our education system in Nigeria. (James, 2011). Academically, qualified teachers refer to those individuals who have academic training as a result of enrolment into educational institution and obtained qualifications in various areas of endeavour such as HND, B.SC, B.A and Master of Art (MA) while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education.

It is hoped that a qualified and competent teacher will gear up the outcomes of education such that it will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. The demand for quality in education is not out of place considering the huge sum of money that goes into the system, in the annual budget of the country. Education imparted through quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to make an individual a useful member of the society, for education to achieve this objective, it must be of high quality which should not only consist of passing examinations (which is usually the first priority in Nigeria) but also include the acquisition of skills (in the cognitive, affective and psychomotor domains) through improved schools' ability to facilitate and support the work of teachers and students.

The school can only achieve this lofty objectives through the use of the services of qualified teachers who have all it takes to give quality instruction through the use of the services of qualified teachers who have all it takes to give quality instruction through interaction with students in the teaching – learning situation. In cases where the head teacher uses his or her own discretion to appoint teachers to take other subjects probably because the teacher has passed the subject at his or her O' level the teacher may not render quality service expected of a competent teacher in the subject taught to the student. The politicization of teaching appointment and posting by government is causing a lot of harm to the educational system and can never allow the National Policy on Education to be realizable. From the foregoing, it may be concluded that the Nigeria student's future is predetermined by the quality of teachers that teach the various subjects done at secondary school level of and the level of achievement at WAEC, NECO and other similar examination. Equally teachers quality, have been viewed as significant determinants of both short and long term educational effectiveness in our secondary schools in Kwara State.

### **Statement of the Problem**

Every system and organization always has goals that serve as a focus for its activities. This is equally true of educational institutions and establishments. However, the extent to which these goals are accomplished indicates how efficient and effective the system is in the discharge of its responsibilities. To achieve efficient and effective teaching and learning the roles of teachers cannot be overestimated. This is because the teacher holds the key to modernization as education is viewed as the key that unlocks the door to modernization in all its interpretations (Adeyemi, 2012). Emphasizing the importance of teacher quality to students' academic performance, it is asserted that teacher quality is an essential aspect of educational planning, unless schools are well equipped with competent and qualified teachers, much teaching and learning activities may not take place. However, there have been public outcries that the academic performance of pupils in public senior secondary schools in Kwara State and in Nigeria as a whole has gone below global standard. This means that this age group will not be able to contribute to the economic development of the nation if they are not well groomed by qualified teachers.

These problems are not peculiar to only the students in public senior secondary schools in Kwara State. Akinyemi (2012) similarly reported that there has been a public outcry on the continual decline in the standards of education in Nigeria as indicated in public examinations and performance of education outputs that Nigerian youths are inadequate for employment. The question then is, does it mean the qualities teachers' possess do not impact positively on their students' performance? If that is the case, what might have been the possible cause? Unlike unskilled trades where workers could leave their jobs and be replaced almost immediately without necessary loss of resources or production teaching is a skilled profession and if a teacher leaves his or her job it takes time to find an appropriate person for replacement. This led the researcher to investigate teachers' qualities in Kwara State Public Senior Secondary schools.

### **Purpose of the Study**

The purpose of this study are:

1. To determine the level of teachers' qualities in Public Senior Secondary Schools in Kwara State, Nigeria.
2. To examine the perception on teachers' qualities based on gender in Public Senior Secondary Schools in Kwara State, Nigeria.
3. To examine the perception of teachers' qualities based on the position held in Public Senior Secondary schools in Kwara State, Nigeria.

### **Research Question**

What is the level of teachers' qualities in Public Senior Secondary schools in Kwara State, Nigeria?

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance

Ho<sub>1</sub>: There is no significant difference in perception of teachers' qualities based on gender in Public Senior Secondary Schools in Kwara State, Nigeria.

Ho<sub>2</sub>: There is no significant difference in perception of teachers' qualities based on position held in Public Senior Secondary Schools in Kwara State, Nigeria.

### **Review of Related Literature**

Ejiofor and Aniagoh (1994) explained that "quality of personnel determines the products and services they render, no organization can rise above the quality of its staff; without personnel, all others factors of production will remain in their natural untapped state". It is therefore imperative that all products and services should possess a high quality in order to appease the learners, stand the test of time and also produce the expected results. Since education has been identified as one of the important keys that unlock the door of success in life, it therefore implies that the teacher is the person that holds the key to modernization. The teacher can also be described as a person that imparts knowledge, a director of learning, an instructor, a disciplinarian, a pace – setter, an evaluator and a judge (Abdulkareem, 1988).

The issue of supply and demand of teachers, according to John (1993), that next to students, teachers are the largest, most extensive and crucial inputs of an educational system. In the light of this, there should be production of high quality teachers who have good academic knowledge of their subject disciplines and who possess professional skills, experience, administrative responsibility, attitudes and values as well as personal qualities for effective teaching. It is believed that the more experienced a teacher is, the more productive he will be in his teaching and more likely his students will perform more brilliantly academically in school examinations than those students taught by an inexperienced teacher. Oakland (1999) opined that "the success of any educational enterprise depends solely upon the quality of teachers employed to run the instructional programmes in the school system".

Majasan (1995) stressed that a teacher is expected to have the following qualities for effective teaching and learning to take place: initiative, patience, sympathy, respect, flexibility, honesty, foresight, intellectual curiosity and keenness. Darling – Hammond and Hudson, (1988) buttressed the above statement further, when they stated that "one way to measure the quality of teachers is to look at their certification, teaching experience, academic responsibility and attitudes towards teaching". Teaching quality is determined by teachers' overall performance as well as teaching practices. Teaching is an art in the sense that teachers, like painters, composers, actresses and dancers, make judgment based largely on qualities that unfold during the course of action.

According to Carelton (1992), the teacher must have the energy of a harnessed volcano, the efficiency of an adding machine, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the tenacity of a spider, the patience of a turtle trying to cross the highway in a rush – hour traffic, the decidedness of a general, the diplomacy of an ambassador, the financial acumen of a stock and bond wizard, and finally to always remember that teachers teach not by words but mostly by precept and example. A teacher should not only demonstrate professional competencies and skills, but also social responsibilities as mirrors of the society.

Adeyemi (2013) asserted that when the right quantity and quality of human resources are brought together, they can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best human resources. The implication of this opinion is that well trained teachers bring about effectiveness and efficiency when deployed to secondary schools, will bring about well – rounded students who will perform well academically in all subjects.

### Methodology

A correlational research design of the descriptive type of study was adopted in this study. A correlational design is a type of design that is concerned with determining or measuring the degree of relationship between two or more variables for the purpose of making predictions about such relationships. The population for this study comprised all the students of Public Senior Secondary Schools in Ilorin West Local Government Area of Kwara State, Nigeria. Therefore, the total population for the study is 2,224 public secondary schools teachers in the selected Local Government Areas in the State. The scope of the study was limited to Ilorin West local government area. One hundred teachers and 20 principals from the Ilorin West Local Government Area of Kwara State, Nigeria were selected. This study adopted a multi – stage sampling techniques, this is because a multi- stage sampling technique allows the researcher to use more than one sampling technique to arrive at sample for the study. Thus, in order to arrive at reasonable sample size, Research Advisor (2006) table for determining sample size from a population was used to determine 120 samples. Consequently, proportionate sampling technique was used to distribute samples across the local government area chosen. At the end, simple random sampling technique and random picking method was used to arrive at the schools represented in the study. This is presented in Table 1.

**Table 1: Sample Size of the Study**

S/N	School	Sample size
1.	Odo – Okun Senior Secondary School, Ilorin, Kwara State	6
2.	Wasiri Senior Secondary School, Ilorin, Kwara State	6
3.	Sheik AbdulQuadri Senior Secondary School, Ilorin, Kwara State	6
4.	Mandate Senior Secondary School, Ilorin, Kwara State	6
5.	Legal Study Senior Secondary School, Kwara State	6
6.	Adewole Senior Secondary School, Ilorin, Kwara State	6
7.	Queen Elizabeth School, Ilorin Kwara State	6
8.	Ilorin Grammar School, Kwara State	6
9.	Gbagba Senior Secondary School, Ilorin Kwara State	6
10.	Government Girls Day Senior Secondary School, Pakata, Ilorin, Kwara State	6
11.	Adeita High School, Ilorin, Kwara State	6
12.	Barakat Community Secondary School, Ilorin, Kwara State	6
13.	Ansar-un-deen Senior Secondary School, Ilorin, Kwara State	6
14.	Babooko Community Secondary School, Ilorin, Kwara State	6
15.	Ilorin West LGA secondary School Osin Aremu, Kwara State	6
16.	Community Senior Secondary School, Ilorin, Kwara State	6
17.	Iman Senior secondary school, Ilorin, Kwara State	6
18.	Baptist Senior Secondary School, Ilorin, Kwara State	6

19.	Oko- Erin Girls Senior Secondary School, Ilorin, Kwara State	6
20.	Airport Secondary School, Ilorin, Kwara State	6
	<b>Total</b>	<b>120</b>

**Source: Research Advisor (2006)**

The research instrument used in this study was the researchers designed questionnaire titled “Teachers’ Qualities Questionnaire (TQQ)”. The instrument was validated by experts in Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin, Kwara State, Nigeria.

The independent judgment ascertained the content validity of the instrument. And for the reliability, a test re-test method was adopted. A sample of 30 teachers and principals was drawn from Ilorin West Local Government Area of Kwara State Nigeria. There independent judgment ascertained the content validity of the instrument. A coefficient of 0.87 was obtained to adjudge content validity of the instrument.

The researcher administered copies of the instrument on the participants in the sampled schools. Five trained research assistants who were teachers complemented the efforts of the researcher. Descriptive statistic of mean was used to answer the research question, while t-test and Analysis of Variance (ANOVA) were used to test the formulated research hypotheses at 0.05 level of significance.

## Results

**Research Question One:** What is the level of teachers’ qualities in Public Senior Secondary schools in Kwara State, Nigeria?

**Table 2: level of teachers’ qualities in Public Senior Secondary schools in Kwara State, Nigeria**

S/N	Variables	Frequency	Mean
1.	Teachers qualification	120	3.04
2.	Teachers experience	120	2.85
3.	Teachers mastery of subject	120	2.47
4.	Teachers cognitive ability	120	3.04
5	Teachers exposure	120	2.88
	<b>Overall mean</b>		<b>2.86</b>

NB: Mean: 0.00 -1.49 = Low, 1.50 – 2.99 = Moderate,  $\geq 3.00$  = High

As shown in Table 2, the level of teacher’s quality in terms of qualification, experience, and mastery of subject matter, cognitive ability and teacher’s exposure with mean values of 3.04, 2.85, 2.47, 3.04 and 2.88, respectively. Thus, based on the overall mean of 2.86, it implies that the level of teachers quality in secondary schools in Ilorin West Local Government Area of Kwara State was moderate.

## Research Hypotheses

$H_{01}$ : There is no significant difference in perception of teachers’ qualities based on gender in Public Senior Secondary Schools in Kwara State, Nigeria.

**Table 3: t-test perception of teachers’ quality based on gender**

Variables	N	Mean	Std. Deviation	Df	t – value	p - value	Decision
Male	27	3.18	.874	118	1.812	0.000	significant
Female	93	2.76	1.096				

Table 3 indicates the significant difference in perception of teachers’ qualities based on gender in public senior secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria with calculated p-value 0.000 which is less than the set p – value 0.05 for 119 degrees of freedom. Hence, the null

hypothesis is rejected. This implies that there was a significant difference in perception of teachers' qualities based on gender in secondary schools in Ilorin-West Local Government Area of Kwara State.

### Research Hypotheses

Ho2: There is no significant difference in perception of teachers' qualities based on position held in Public Senior Secondary Schools in Kwara State, Nigeria.

**Table 4: ANOVA perception of teachers' qualities based on position held**

	Sum of squares	df	Mean square	F	Sig.	Decision
Between Groups	34.074	2	17.039	24.666	.000	Significant
Within Groups	205.162	297	.691			
Total	239	299				

F (2,297) 24.666 > 2,000 P < 0.05

Table 4 indicates the significant differences among the four selected positions held in schools. The outcome showed that while p-value of .000 is below the 0.05 alpha level of significance, the computed F value of 24.666 is greater than 2.000 F critical value of df 2,297. Table 4 revealed that significant differences were due to higher score of teachers' quality based on the perception on position held in public senior secondary schools in Ilorin West Local Government Area of Kwara State, Hence, the null hypothesis was rejected.

### Discussion

The findings of this study indicated that the level of teachers' qualities was moderate with overall mean of 2.86. All the null hypotheses were rejected. Teacher quality refers to the most important factor influencing learner outcome. The education for all goals by UNESCO have been achieved by some countries but many millions of children remain out of school or with poor teachers. Teachers who are committed to students and their learning should believe that all students can learn, treat student equitably, recognizing individual differences and accounting for these differences in their practices, adjust their practice based on observation and knowledge of their students. Teachers with good quality are always prepared, set clear and fair expectations for their student, have a positive attitude, are patient with students, and assess their teaching on a regular basis through their qualification, experience, mastery of subject matter, cognitive ability and exposure to new technological know how (Simonen et al, 2003).

### Conclusion

Teacher quality is a major yardstick for the development of education all over the world, there is need to adequately pay attention to it by the government and all stake holders. Students' academic performance in both internal and external examinations would continue to decline, if government is not committed to adequate and timely provision of competent teachers in our public secondary schools as students academic performance depends on teachers' effectiveness.

### Recommendations

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

1. Teachers Registration Council of Nigeria (TRCN) should step up her game by professionalizing teaching, such that the teaching profession is not seen as a stepping stone for those who are not interested in the profession, thereby not giving their best in helping the students to achieve effectiveness.
2. All stakeholders must give their full support in recruitment of the right teacher to teach the right subject.
3. There is need for regularly monitoring of schools to ascertain that there is adequate supply of competent teachers so as to enhance and improve students' academic performance.

4. Seminars, conferences and in house workshops should be organized often to educate teachers on how to improve teaching in their subject areas as the world is evolving every day. Particularly, core subjects like Mathematics and English Language teachers who do not have their first degrees in this subject should be exposed to frequent training and continue to gain experience on the job.

### References

- Abe & Adu, (2013). Influence of qualification on development and Assessment of Computer Programmed Instructional Package on Energy Concept in Upper Basic Technology in Ekiti State. *Journal of Science and Technology*, 3 (5): 611- 618
- AbdulKareem, A.Y. (1988). *Issues in Nigeria Education*. Ilorin: Haytee Press & Publishing Company.
- Adedoyin, O. (2011). The Impact of Teacher Pedagogical Mathematical Content Knowledge on Academic Performance as perceived by Botswana Junior Secondary School Pupils. *European Journal of Educational Studies* 3 (2) 277 - 292
- Akinsolu, A.O. (2010). Teachers and Students' Academic Performance in Nigeria Secondary Schools: implications for planning. *Florida Journal of education administration and Policy*, 3 (2), 87 - 93
- Akinyemi , S. (2012). Determinant of students' academic performance in the School System. *European Journal of Education Management*, 3 (2), 8-15
- Akinyemi, A. (2013). Job Satisfaction among Teachers in Ondo State Secondary School. *J. Educ. Leadership*, 29:10 – 22
- Ejiofor, P.N.D. & Aniagoh, V.A. (1994). *The Nigerian Manager: Challenges and opportunities*. Ibadan: intec.
- Carelton, O. (1992). *Teachers Quality*: New York: Oxford University press
- Haycock, K (2014). *Honour in the boxcar: Equalizing Teacher Quality*. Washington, D.C: The Education Trust
- Haycock, K. (2015). *Good Teaching Matter: How Well – qualified Teachers can Close Gap*. Washington, D.C. The Education Trust
- Ijaya, N.Y.S. (2012). The One Hundred and Thirtieth (113<sup>th</sup>) Inaugural Lecture. *Management that matters: keys to sustainable education*. University of Ilorin, Ilorin: Haytee press & publishing company
- Johnson, Khale & Fargo, (2007).
- Majasan, J.A. (1995). *The Teachers' Profession: Manual for professional excellence*, Lagos State.
- Madumere – Obika, (2003). *Managing Quality Assurance: The Secondary Education Sector*. A Paper presented at the 18<sup>th</sup> Annual Congress of the Nigerian Academy of Education at University of Port Harcourt 10<sup>th</sup> – 15<sup>th</sup> November.
- Obayan, P.A.I. (2002). *Education and the Nigerian Society*. Ibadan: University Press.
- Onyekuru & Ibegunam, (2013). Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria. *European Scientific Journal*, 9 (28), 212-22
- Porter – Magee, K. (2014). *Teacher Quality, Controversy and NCLB*, Clearing House, 78 (1), 2 - 29
- James, (2011). *Teachers' Turnover and Students Academic Performance in Ilorin –South LGA Secondary Schools, Kwara State*. An unpublished M.Ed. Dissertation, Educational Management Department, University of Ilorin, Ilorin.