

Influence of Teachers' Qualifications and Years of Teaching Experience on Job Performance among Secondary School Teachers

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Abstract

The study is aimed at determining the relationship between educational qualification, year of experience and job performance in secondary school in Maiduguri metropolitan council Borno state. Descriptive survey design was adopted in this study because it enables the researchers to investigate differences and relationships between variables. The study further disclosed that teacher with higher educational qualification perform better in discharge of their duty. Though some with lower qualification also perform well as the result of their years of experience in the job. The study concludes that, teachers' qualification and years of teaching experience both significantly influences teacher's job performance. Teachers should be encouraged to further their education, attend seminars and workshops to gain more knowledge and skills so as to improve their job performance.

Keywords: Teachers' Qualification, Teaching Experience, Job Performance

Introduction

Public secondary schools in Nigeria have been performing poorly in Senior Secondary Certificate Examination with majority of the students scoring below Credit Grade. This is the minimum entry qualification to any Nigeria Universities. Secondary education is the basic requirements for selection into tertiary institutions and further skills training (Ministry of Education, MOE, 2005).

Poor performance of secondary schools in Nigeria undermines students' chances of joining

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institutions of higher learning and jeopardizes opportunity for job placement, and in most cases reduces an individuals' active participation in national development. Like any other institution, the success of a school depends on good teachers. Linking this to the aforementioned discussion, the assessment of teachers' demographic variables and job commitment on students' academic achievement has been an issue of concern to all stake holders and researchers in education.

This is crystal clear in the rate of mass failure of students in both internal and external examinations which can be narrowed down to the following demographic variables teachers' years of experience, teachers' educational qualification, teachers' competence, gender, age, inability to manipulate new technological devices in education to enhance effective teaching and learning. It is therefore, important that schools are properly managed to determine the quality of graduates shun out. According to a document from a supervisor of education of November 2015, Nigerian, teachers are not committed in their job since they skip attending to their lectures. Others absent themselves with no apparent reason. Therefore, understanding the important factors affecting teacher job commitment is vital to attain the required information to support an educational system to succeed in its objectives. Among determinants of job commitment, teachers' characteristics are viewed as an important predictors and therefore play a central role. Students' academic achievement depends upon the commitment and characteristics of the teachers. Job commitment is the totality of teachers' social and psychological well-being relative to job performance (Lok & Crwawford, 2004). It leads to satisfactory interpersonal relation. Teachers' job commitment makes or influences the students to work hard for optimum productivity.

In order to make any school system a better performing place, teachers' characteristic and commitment becomes paramount as they are the dynamics of change for the society in which they

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operate. According to Kain in Kimani, Kara and Njagi (2013), there has never been consensus on the specific teachers' factor that influence students' academic achievement. Researchers have examined the influence of teachers' characteristics such as gender, educational qualification and teaching experience on students' academic achievement with varied findings. Akiri and Ugborngbo (2008) found that there was a significant relationship between teachers' gender, teachers' job commitment and students' academic achievement.

Professionalism can be defined as an employee's attitudes and behaviors towards his or her job (Boyt, Lusch, & Naylor, 2001). Grady *et al.* (2008) treat professionalism as an individual's having knowledge and skills peculiar to a specific field and taking the responsibility for his or her professional improvement. Professionalism is also associated with the teacher as an employee. Day (2007) deals with teacher professionalism within the scope of a teacher's creating effective teaching practices, creating an environment suitable for learning, and improving professional knowledge and skills to provide students with richer learning experiences. Another study regards teacher professionalism as having the knowledge and skills required by the teaching profession, meeting the learning needs of students, developing a high-level commitment to the teaching profession, and having an adequate level of autonomy in the decision-making process (Cerit, 2013).

When teaching is addressed from a professional perspective, the expectations from teachers vary and increase. The dimension of behavior regards the degree to which teachers could fulfill the requirements of the profession. In other words, the actions planned, implemented, evaluated, and developed by teachers for improving student learning can be examined under this dimension. The

dimension of attitude refers to the perspective and perception of a teacher concerning the

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profession. The dimension of intellectualism involves teachers having the knowledge and skills required by the profession, improving themselves continuously, having a command of their field, and following closely the developments in the field. The classification of Evans regarding teacher professionalism may be considered important in that it reveals expectations from a professional teacher.

Objectives of the study

The objectives of this study were to determine:

- i. Relationship between teachers' qualification and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.
- ii. Relationship between teachers' years of experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.
- iii. Relationship between teachers' qualification, teachers' years of experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.

Hypotheses

H₀₁: There is no significant relationship between teachers' qualification and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.

H₀₂: There is no significant relationship between teachers' years of teaching experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.

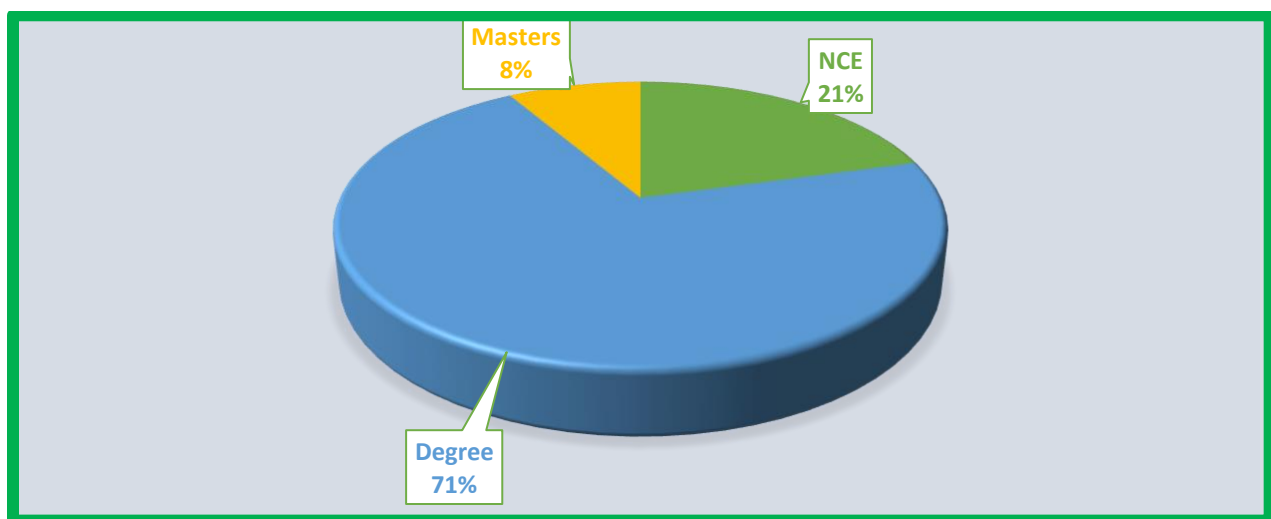
H₀₃: There is no significant relationship between teachers' qualification, teachers' years of experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno

Methodology

Descriptive survey design was adopted in this study because it enables the researchers to collect data in order to test hypotheses or answer questions, concerning current status of subjects in a study. This type of research investigates differences and relationships between variables. The population of the study is all secondary school teachers in Maiduguri metropolis. Three hundred and eighty-four (384) teachers were randomly selected from the sixteen (16) senior secondary schools within Maiduguri Metropolis, Borno State. The questionnaire consisted of fifteen (15) items and divided into two sections. Section A contains teachers' demographic data which comprise of Age, gender, educational qualifications and teachers' years of experience while Section B deals with teachers' job performance questionnaires. The reliability of the instrument was determine test re-test. The data were analysed using Pearson Product Moment Correlation Coefficient (PPMC) and Multiple Regressiion.

Results

Teachers' Qualification in Senior Secondary Schools



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Figure 1: Pie-chart showing teachers' qualification in senior secondary schools in Maiduguri Metropolis

The pie-chart in figure 1 shows the teachers' qualification in various schools within Maiduguri Metropolis, Borno State. The result revealed that 71 respondents representing 21% of the teachers in the sixteen (16) schools under study are NCE holders, 243 respondents representing 71% of the teachers are degree holders while 29 respondents representing 13% of the teachers are Masters holders.

Hypothesis One: There is no significant relationship between teachers' qualification and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.

Table 1: Summary Pearson Product Moment Correlation Coefficient on Teachers' qualification and job Performance in Senior Secondary Schools in Maiduguri Metropolis, Borno State

Variable	N	R	p-value	Remark
Teachers Qualification	342			
		0.781	0.000	Reject H ₀₁
Teachers Job performance	342			

Table 1 shows Pearson product moment correlations between on the relationship between teachers' qualification and job performance in senior secondary schools in Maiduguri metropolis, Borno State. The result shows that there is strong positive relationship between teachers' qualification and job performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product Moment Correlation Coefficient $r = 0.781$. The result further revealed that the relationship between teachers' qualification and their job performance is statistically significant because the p-value (0.00) is less that the level of significant (0.05). Therefore, hypothesis one is rejected and hence teachers' qualification has significant influence on job performance.

Hypothesis Two: There is no significant relationship between teachers' years of teaching experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno State.

Table 2: Summary Pearson Product Moment Correlation Coefficient on Teachers' Years of Teaching Experience and job Performance in Senior Secondary Schools in Maiduguri Metropolis, Borno State

Variable	N	R	p-value	Remark
Teachers Years of Experience	342			
		0.571	0.000	Reject H ₀₁
Teachers Job performance	342			

Table 2 shows that there is moderate positive relationship between teachers' years of teaching experience and their job performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product Moment Correlation Coefficient $r = 0.571$. The result further revealed that the relationship between teachers' qualification and their job performance is statistically significant because the p-value (0.00) is less than the level of significance (0.05). Therefore, hypothesis two is rejected and hence teachers' years of teaching experience has significant influence on job performance.

Hypothesis Three: There is no significant relationship between teachers' qualification, teachers' years of experience and job performance in senior secondary schools in Maiduguri Metropolis, Borno

Table 3: Summary of the Regression Analysis on the Relationship Between Teachers' Qualification, Teachers' Years of Experience and job Performance in Senior Secondary Schools in Maiduguri Metropolis, Borno State

Source	Sum of Squares	df	Mean Square	F-Ratio	P-Value
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Model	1681.77	2	840.885	633.74	0.0000
Residual	449.809	339	1.32687		
Total (Corr.)	2131.58	341			

The results in table 3 gives the result a multiple linear regression model to describe the relationship between teachers' qualification, years of teaching experience and job performance among secondary school teachers in Maiduguri Metropolis, Borno State. Since the P-value (0.000) in the ANOVA table is less than the level of significant (0.05), there is statistically significant relationship between teachers' qualification, years of teaching experience and job performance at the 95.0% confidence level.

Table 4: Regression Coefficients

Parameter	Estimate	Standard Error	T Statistic	P-Value
Constant	2.08787	0.473688	4.4077	0.0000
Qualification	2.05336	0.127951	16.0481	0.0000
Experience	0.80409	0.047458	16.9433	0.0000

The results in table 4 gives the contribution of each of the independent variables in the model. Result revealed that both teachers' qualification ($p - value = 0.000$) and years of teaching experience ($p - value = 0.000$) are significant predictors of teachers' job. The R-Squared statistic indicates that teachers' qualification and years of teaching experience explains 78.9% of the variability in job performance.

Summary of Findings

The study found that:

1. The findings revealed that the relationship between teachers' qualification and their job performance is statistically significant.

2. There is moderate positive relationship between teachers' years of teaching experience and their job performance in senior secondary schools in Maiduguri Metropolis, Borno State.
3. There is statistically significant relationship between teachers' qualification, years of teaching experience and job performance at the 95.0 % confidence level.

Conclusion

This study has investigated the influence of teachers' qualification, their years of teaching experience and job performance. The results demonstrated that teachers' qualification and years of teaching experience both significantly influences teacher's job performance. Teachers should be encouraged to further their education, attend seminars and workshops to gain more knowledge and skills so as to improve their job performance.

Recommendation

In view of the findings, the following recommendation were made

1. There is need for training and retraining of teacher in secondary school in Borno state.
2. The teachers should encourage to update themselves in the area of communication technology, attending relevant seminars and workshops etc.
3. Teachers should also be reinforced by paying their allowances and other claims to have an effective productivity.
4. Teachers should assign to teach what they have read.
5. To maintain a good subject mastery, teachers should encourage to build of what they read earlier i.e. no change of subject when furthering their studies.

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