

IMPACT OF TEACHERS' BACKGROUND ON STUDENTS' LEARNING OUTCOME IN CIVIC EDUCATION IN SENIOR SECONDARY SCHOOLS IN EKITI CENTRAL SENATORIAL DISTRICT OF EKITI STATE

AKINOLA OT (PhD)

Olaitan.akinola@fuoye.edu.ng

Abstract

The study investigated Impact of teachers background on students learning outcomes in Civic Education in senior secondary schools in Ekiti central senatorial districts of Ekiti State. The research design employed in this study was a survey descriptive research design. The population of the study consisted of teachers teaching Civic Education as a subject in Ekiti Senatorial district, Two hundred (200) respondents were used as a sample for the study using random sampling technique. Three research questions as well as three research hypotheses were formulated to guide the study. Relevant data were obtained by means of structured questionnaire titled- Influence of Impact of Teacher's Background on Student Learning (ITSBSI). The finding shows that there was a significant impact of teachers qualification on students' academic performance in government, which means teachers' qualifications have higher value on students' academic. it was recommended that Ministry of Education must organise regular in-service and refresher training Civic Education subject teachers to enable them embrace and conform to teaching the subject.

Introduction

Education in Nigeria is an instrument'' per excellent'' for effective national development. According to the federal republic of Nigeria (FGN,2014) education is the instrument that paves way for meaningful development, growth and understanding of issues in the society and education is an important aspect of economic development. Ojiambo (2011) stated that when citizens of a country are educated, that becomes a key to social, economic and political stability. Therefore, for education to be relevant in a society there must be qualified and experienced personals to use as channels to achieve it. For the purpose of this study, the researcher would be looking at teachers' background from the

perspective of teachers' qualifications and years of teaching experience and their impacts on students' learning outcome in civic Education in senior se According to the researcher, the teachers in Government Senior Secondary Schools in Ekiti State may or may not all be qualified and with or without certified years of experience in the subject matter because of some factors beyond their control. One of the factors is lack of teachers to meet the needs of the population of students in the area thereby probed to employing teachers by parents' teachers' association to help in schools in Ekiti State and this could promote or hamper the learning outcome of the subject matters in senior secondary schools in Ekiti State, Nigeria.

According to Obannaya (2015) teachers' background is teachers' qualifications gained after certain certifies duration through formal education. While the research in which teachers' experience is used as an aspect of teachers' background according to Zuzoysky (2015) suggested that experience matters, but it contributes differently only in the first five years of teaching. During this time, teachers appear to gain more effectiveness and this contributes to students' achievement. Obannaya (2015) stated also that qualification is a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possess through formal education to make him or her suitable to be teacher.

Richardson (2012) stated that background in terms of qualification and years of experiences have impact on the students' learning outcome among senior secondary schools. There has been a controversial issue surrounding the teachers' background (qualifications and years of experiences) and their influence on students' learning outcome in Civic Education because it is a new subject being introduced to the curriculum of senior secondary school.

Adeyemi (2018) noted that what a teacher exhibits influences his or her level of background. In this regard, teachers' background could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. For the attainment of a high level of efficiency, secondary school Civic Education teachers' are

expected to participate regularly in professional development activities. These activities may be intended to help them to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes.

According to Steele (2010) in the research in which teachers' experience is used as an aspect of teachers' background suggested that experience matters, but it contributes differently only in the first four or five years of teaching. During this time, teachers appear to gain effectiveness (contribution to students' achievement scores). Teachers' qualifications and years of experiences are very complex phenomenon for which no general and absolute agreements concerning an appropriate and comprehensive definition exist. One of the first dilemmas to resolve this is the difference between teachers' qualification and years of experience to teaching.

What is the relationship between teachers' qualifications and teaching experiences and students' achievement? What are best ways to measure teachers' background? Is teachers' background the same as teachers' effectiveness? How does teachers' background relate to highly qualified and years of experience of teachers? A one-size-fits-all definition of teachers' background is not used because a variety of occasions and purposes exist for which different definitions may be appropriate. The answers to these questions vary depending on which report, study, or policy is being examined. A clear consensus on the meaning of teachers' background has not yet been reached, although teachers' background is almost universally believed to be the most important school-based factor in students' learning outcomes. Hakielimu (2011) opined that many reports, studies, and

research articles published in recent years suggested that teachers' qualifications and years of experience matter a great deal in terms of students' learning outcome and teachers' background has been defined and measured in many ways. Jordan et al (2017) laid bare that there is nearly universal agreement that teachers background matters in terms of students' achievements, but there has been no clear consensus on which aspect of teachers' background matter most or even what useful definition of teachers' background might be. One reason for this difficulty is that teachers' background may need to be defined differently for different purposes. In addition to teachers' contribution to students' achievement, Kane et al (2016) said that teachers' background may said to be teachers who possess the following characteristics; qualifications and experience appropriate to grade level and subject matter, high expectations for students, particularly those at risk for poor outcomes, creation of a classroom environment that encourages all students to participate in worthwhile learning activities, desire to help students achieve at high level, ability to motivate at – risk students to come to school and participate in class, even if their achievement scores do no show significant gains, excellent skills in monitoring new teachers and acting as stabilizing forces in high-turnover schools, and willingness to work diligently with students with special needs, whose test scores may not reflect teacher contributions.

Ingersoll and Merrill (2010) had it that in the late 1980s, most of the nation's teachers had considerable experience – only 17 percent had taught for five or fewer years. By 2008, however, about 28 percent – or more than one in four of Nigerian teachers – had five or fewer

years of experience. Some observers applaud this “greening” of the teaching force because they believe that experience is crucial to teacher effectiveness. Others like Gore, et al (2014) decry the trend because they believe that good teaching is a complex process that can best be mastered through years of classroom experiences.

Agharuwhe (2013) stated that teachers' qualification and years of experience imply that there are set of inputs (such as certification, teacher test scores, and college degrees) that serve as indicators of who will be successful in the classroom. More importantly, teachers' qualifications and years of experience can be measured in these two dimensions: the task of teaching (what the teacher do in the classroom) and the outcomes (achievement) the students' learning that the teacher foster). Fenstermacher and Richardson (2015) elaborated on these concepts and conclude that teachers' qualification and years of teaching experience ensure quality teaching which could be understood as teaching that produces positive learning outcome.

According to Ewetan (2015) learning outcome is the knowledge and skills of students at the end of teaching-learning process. Better students' results are the main indicator of the qualified and experienced teachers. a study carried out in Kenya by Musau and Abere (2015), The study found that there was no significant difference in means between teacher qualification and students' performance in SET subjects at form four level $F(1,37)=0.017$, $P>0.05$. The findings of the study further revealed that majority of the teachers of SET subjects were trained graduates, most of them had attended in-service or refresher courses which resulted in slight improvement in the students' performance in SET subjects.

Aliyu, Yashe and Adeyeye (2017) noted that, research shows that teachers' knowledge of the specific matter, particularly at secondary school level is a good predictor of students' achievement. Akinfe, Olofinniyi and Fasiku (2012) stated that, teachers with content knowledge achieve a higher percentage of students' outcomes than teachers without it. According to Ademulegun (2012), students taught by more qualified and experienced teachers in terms of knowledge of subject matter performed better than those taught by less qualified but experienced teachers. Also, Akinsolu (2010), Yusuf and Dada (2016) found out that study showed teachers' qualifications and experience were significantly related to students' academic performance. To this effect, the researcher intends to investigate the impact of teachers' background on students' learning outcome in government in senior secondary students in Ekiti State.

Statement of the Problem

Teachers' qualifications and years of teaching experience contribute greatly on the students' learning outcomes in government in schools. If teachers' qualification and years of experience ensure a great learning outcome in subject like civic education, and all the teachers in government senior secondary schools in Ekiti state schools are qualified and certified one begins to wonder why the outcome in civic education in both internal and external examinations is what it is today (not encouraging). The school administrative office in Ekiti State reported revealed that the academic performance of students in the last term internal examination in civic education between 2020 and 2024 was below fifty percent (50%). And this had been the case in the past years before these years reported. And those students are not

willing to take the subject again and the subject is a compulsory subject. If the students are not taught clearly the values and the rules governing their country and rudiments of governance, it will affect future political system in the country. Also, almost every time Ekiti State government advertised subject areas for employment, civic and social studies is always there. This possess a worry and concern in the mind of the researcher to wonder if the teachers in Ekiti State are qualified and experienced or not qualified and experienced in the subject area 'Civil Education'. It is on this basis therefore that the researcher was induced to investigate the qualifications and teaching experiences of teachers teaching Civil Education in Ekiti State and to carrying out a study on the extent to which teachers' qualifications and teaching experience impact on the students' learning outcome in Civic Education in senior secondary schools in Ekiti State. This study would also be of great help to the ministry of education in times of recruitment of teachers to strictly base the criteria for recruitment on qualified and experienced teachers in subject area (Civic Education) in order to ensure successful academic performance of students in the subject

Purpose of the Study

The main purpose of the study was to investigate the impact of teachers' background (qualifications and years of teaching experiences) on students' learning outcome in civic education in senior secondary schools in Ekiti State, Specific objectives for the study are:

1. to find out the extent to which teachers' qualifications affect students' performance in Civic Education
2. to find out the extent to which teachers' years of teaching experiences affect

students' performance in Civic Education.

Research Questions

The following research questions were raised to guide the study:

1. To what extent do teachers' qualifications affect students' performance in civic education?
2. To what extent do teachers' years of teaching experience affect students' performance in civic education?

Research Hypotheses

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

- H_{01} : Teachers' qualifications have no significant impact on students' performance in Civic education.
- H_{02} : Teachers' years of teaching experience has no significant impact on students' performance in civic education.

Methods

Research Design

The research design for this study was descriptive survey and ex-post factor.

Population of the Study

The population of the study consisted of all teachers of Civics Education in Ekiti Central senatorial district of Ekiti State.

Sample and Sampling Techniques

The sample for the study comprised (200) hundred teachers in the districts which was selected through multi-staged sampling procedure. All the five (5) local governments in the senatorial districts were selected through purposive sampling technique. (4) Government Senior Secondary Schools selected from each local government through stratified sampling techniques Five (5) male and five (5) female teachers were selected

from each of the schools through simple random sampling technique.

Instrument for Data Collection

The instrument used for data collection was a self-directed questionnaire. The questionnaire was titled: Impact of Teachers' Background on Students Learning Outcome in Civic Education Questionnaire. The questionnaire had two sections (A and B). Section A consisted of the questions requesting for the Bio-data of the respondents and section B consisted of items on impact of teachers' background on students' learning outcome in Government. Stan-nine grade was used as rating scale.

Validity of the Instrument

The face and content validity of the instrument was ascertained by the experts from the Faculty of Education at Federal University, Oye-Ekiti.

Reliability of the Instrument

Test-retest method was used to establish the reliability of the instrument. To ensure the reliability of the instrument, a trial test of the questionnaire would be done by the researcher administering it to twenty (20) teachers of civic education outside the sample of the study twice at two weeks interval. The researcher would use Pearson product moment correlation coefficient to find out the reliability of the instrument. 0.75 correlation coefficient was got which was high enough to determine the instrument's reliability.

Procedure for Data collection/Analysis

The researcher administered the questionnaire to the respondents in their various schools with two research assistants. The collected data was analysed using frequency counts and

percentages to answer the research questions while t-test was used to test the hypotheses formulated for the study at 0.05 level of significance. For decision making, 2.50 were used as the criterion mean. Any item that attained a response of mean score of 2.50 and above was accepted while below 2.50 was rejected. On the other hand, the hypotheses were rejected if t_{cal} is greater than t_{tab} and retained if t_{cal} is less than or equal to t_{tab} .

Descriptive Analysis of Research Questions

The two questions earlier raised in the study were answered as follows:

Research Question 1: To what extent do teachers' qualifications affect students' performance in Civic Education?

Table 1: Percentage Analysis Showing Extent of Teachers' Qualifications on Students' Performance Civic Education

Session	Score/Grade	Number of Students		F	%	% Passes/ Failed
		Male	Female			
2022/2023	75-100 A1	16	28	44	11.0	81.2
	70-74 B2	27	30	57	14.2	
	65-69 B3	34	39	73	18.2	
	60-64 C4	27	37	64	16.0	
	55-59 C5	38	30	68	17.0	
	50-54 C6	8	11	19	4.8	18.8
	45-49 D7	23	24	47	11.8	
	40-44 E8	5	7	12	3.0	
	0-39 F9	7	9	16	4.0	
2023/2024	75-100 A1	32	24	56	14.0	92.2
	70-74 B2	19	27	46	11.5	
	65-69 B3	35	47	82	20.5	
	60-64 C4	29	36	65	16.3	
	55-59 C5	29	35	64	16.0	
	50-54 C6	20	36	56	14.0	7.8
	45-49 D7	7	6	13	3.2	
	40-44 E8	5	7	12	3.0	
	0-39 F9	3	3	6	1.5	

From Table 1 above, it could be observed that in 2016/2017 academic session, 11.0% of the students had A1, 14.2% of them had B2, 18.2% of them had B3, 16.0% of them had C4, 17.0% of them had C5, 4.8% of them had C6, 11.8% of them had D7, 3.0% of them had E8 while the remaining 4.0% of them had F9. In general, 81.2% of the students had credit passes (A1 – C6) while 18.8% of them failed civic education. Also, in 2017/2018 academic session, 11.0% of the students were awarded A1, 11.5% of them were awarded B2, 20.5% of them

were awarded B3, 16.3% of them were awarded C4, 16.0% of them were awarded C5, 14.0% of them were awarded C6, 3.2% of them were awarded D7, 3.0% of them were awarded E8 while 1.5% of them were awarded F9. In general, 92.2% of the students had credit passes (A1 – C6) while 7.8% of them failed (D7 – F9) in Civic Education.

Research Question 2: To what extent do teachers' years of teaching experience affect students' performance Civic Education?

Table 2: Percentage Analysis Showing Extent of Teachers' Years of Teaching on Students' Performance in Civic Education

	Score/Grade	Number of Students		F	%	% Passes/ Failed
		Male	Female			
2020/2021	75-100 A1	39	34	73	18.2	81.5
	70-74 B2	30	27	57	14.2	
	65-69 B3	28	16	44	11.0	
	60-64 C4	27	37	64	16.0	
	55-59 C5	21	28	49	12.3	
	50-54 C6	16	23	39	9.8	18.5
	45-49 D7	12	11	23	5.8	
	40-44 E8	13	12	25	6.2	
	0-39 F9	15	11	26	6.5	
2021/2022	75-100 A1	29	35	64	16.0	76.2
	70-74 B2	35	36	71	17.8	
	65-69 B3	19	27	46	11.5	
	60-64 C4	32	24	56	14.0	
	55-59 C5	20	31	51	12.8	
	50-54 C6	11	6	17	4.2	23.8
	45-49 D7	6	8	14	3.5	
	40-44 E8	23	25	48	12.0	
	0-39 F9	17	16	33	8.2	

From Table 2: above, it could be observed that in 2017/2018 academic session, 18.2% of the students had A1, 14.2% of them had B2, 11.0% of them had B3, 16.0% of them had C4, 12.3% of them had C5, 9.8% of them had C6, 5.8% of them had D7, 6.2% of them had E8 while the remaining 6.5% of them had F9. In general, 81.5% of the students had credit passes (A1 – C6) while 18.5% of them failed Civic Education. Also, in 2020/2021 academic session, 16.0% of the students were awarded A1, 17.8% of them were awarded B2, 11.5% of them were awarded B3, 14.0% of them were awarded C4, 12.8% of them were awarded C5, 4.2% of them were

awarded C6, 3.5% of them were awarded D7, 12.0% of them were awarded E8 while 8.2% of them were awarded F9. In general, 76.2% of the students had credit passes (A1 – C6) while 23.8% of them failed (D7 – F9) in Civic Education.

Hypotheses Testing

The two research hypotheses earlier formulated were tested at 0.05 level of significance.

H₀₁: Teachers' qualifications have no significant impact on students' performance in Civic Education.

Table 3: t-test analysis showing impact of teachers' qualifications on students' academic performance in civic Education

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	P-value	Remarks
Teachers' Qualifications	50	17.52	2.112	448	21.950	1.648	0.000	Reject H ₀₁
Students' academic performance	400	11.68	1.728					

Significant $P \leq 0.05$

Table 3: showed t-test analysis of impact of teachers' qualifications on students' academic performance in Civic Education. The t_{cal} value of 21.950 is found to be greater than the t_{tab} value of 1.648 given 448 degrees of freedom at 0.05 level of significance. The t_{cal} value is significant since is greater than t_{tab} value, the null hypothesis is rejected. Also, teachers' qualifications have higher mean value of 17.52 than students' academic performance of mean value of 11.68 with

a mean difference of 5.840. It implied that there was significant impact of teachers' qualifications on students' academic performance in Civic Education.

H_{02} : Teachers' year teaching experience has no significant impact on students' performance in Civic Education.

Table 4:t-test analysis showing impact of teachers' years of teaching experience on students' academic performance in Civic Education.

Group	N	Mean	Std. deviation	Df	t_{cal}	t_{tab}	P-value	Remarks
Teachers' Years of Experience	50	17.20	2.000	448	21.014	1.648	0.000	Reject H_{02}
Students' academic performance	400	11.66	1.727					

Significant $P \leq 0.05$

Table 4: showed t-test analysis of impact of teachers' years of teaching experience on students' academic performance in Civic Education. The t_{cal} value of 21.014 is found to be greater than the t_{tab} value of 1.648 given 448 degrees of freedom at 0.05 level of significance. The t_{cal} value is significant since is greater than t_{tab} value, the null hypothesis is rejected. Also, teachers' years of teaching experience have higher mean value of 17.20 than students' academic performance of mean value of 11.66 with a mean difference of 5.545. It implied that there was significant impact of teachers' years of teaching experience on students' academic performance in Civic Education.

Discussion

The finding of the study shows that the students fail in 20/21 section with 18.8% while in 21/22 section is poor with 28.9%. Also, the teaching experiences of

teachers affect students' performance. This study is in line with Akinosun (2010), Yusuf and Dada (2016) that found out that study showed teachers' qualifications and experience were significantly related to students' academic performance. Again, there were significant impacts of teacher's qualifications on students. The null hypothesis was rejected in teachers' years of teaching experience on students' academic performance in government. The findings of this study is differ from a study carried out in Kenya by Musau and Abere (2015), The study found that there was no significant difference in means between teacher qualification and students' performance in SET subjects at form four level $F(1,37)=0.017$, $P>0.05$. The findings of the study further revealed that majority of the teachers of SET subjects were trained graduates, most of them had attended in-service or refresher courses which resulted in slight

improvement in the students' performance in SET subjects.

Conclusion

It was concluded that teachers' background (qualifications and teaching experiences) have a positive impact on the students' learning outcome. It was concluded that teachers' teaching experience has significantly influenced students' academic performance in Government as measured by their performance in the SSC examinations and as perceived by the respondents.

Recommendations

1. Recommendation is made for Ministry of Education of more regular in-service and refresher training of Social and civic education subject teachers to enable them embrace and conform to the emerging technologies in pedagogy.
2. All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and consequently improve the performance of students and the quality of teacher education in Nigeria.

References

- Adeyemi, T. O. (2018). *Research Methods and Theses Writing in Educational Studies*. Lagos: New Haven Pub., 3-4. A.
- Ademulegun, D. (2012). Monitoring learning achievement of junior secondary school students in Lagos state. (Unpublished Doctoral thesis). University of Ibadan, Nigeria.
- Agharuwhe, A. A. (2013). Effects of Teachers' Effectiveness on Students' Academic Performance in Public Secondary School; Delta State – Nigeria, *Journal of Educational and Social Research*, 3(3), 105-111.
- Akinfe, O. E. & Fashiku, C. O. (2012). Teacher's Quality as Correlates of Students Academic Performance in Biology in Senior Secondary Schools of Ondo State, Nigeria. *Online Journal of Education Research*, 1(6), 108-114.
- Akinsolu, A. O. (2010). Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. National Institute for Educational Planning and Administration Nigeria, West Africa. *Florida Journal of Educational Administration & Policy*. Volume 3, Issue 2.
- Aliyu, U. A., Yashe, A., & Adeyeye, A.C. (2017). Effects of Teacher's Qualifications on Performance in Further Mathematics among Secondary School Students. *Mathematical Theory and Modelling*, 3(11), 140-146.
- Ewetan, T. O. (2015). Teachers' Teaching Experience and Academic Performance in Mathematics and English Language in Public Secondary Schools in Ogun State, Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE)* Volume 2, Issue 2, PP 123-134.
- Federal Republic of Nigeria. (2014). *National Policy on Education*.

- Fenstermacher, G. and Richardson, V. (2015). On making determinations of quality in teaching. *Teachers College Record*, 107(1), 186 – 561.
- Gore, J. M., Griffiths, T., & Ladwig, J. G. (2014). Towards better teaching: productive pedagogy as a framework for teacher education. *Teaching and Teacher Education*, 20:375-387.
- Hakielimu, (2011). Are our Teachers Qualified and Motivated to Teach? A research report on teachers' qualifications, motivation and commitment to teach and their implications on quality education.
- Ingersoll, R. & Merrill, L. (2010). Who's teaching our children? *Educational Leadership* 67 (8): 14- 20.
- Jordan, H. R., Mendro, R. L, & Weersinhge, D. (2017). Teacher effects on longitudinal student achievement: A preliminary report on research on teacher effectiveness. Paper presented at the National Evaluation Institute, Indianapolis, IN. Kalamazoo, MI: CREATE, Western Michigan University.
- Kane, T., Rockoff, J., & Straiger, D. (2016). What does certification tell us about teacher effectiveness? Evidence from New York City (Working Paper No. 12155). Cambridge MA: National Bureau of Economics Research.
- Musau, L. M & Abere, M. J. (2015). Teacher qualification and students' academic performance in English Language and Mathematics subjects in Kenya. *International Journal of Educational Administration and Policy Studies*. Vol. 7(3), pp. 83-89.
- Neild, R. C., Farley-Ripple, E. N., & Bymes, V. (2014). The Effects of Teacher Certification on Middle Graded Achievement in an urban district. *Educational Policy*, 23(5), 732-760.
- Obannaya, U. I. (2015). The influence of Teachers Background. *Professional Development and Teaching Practices on Students' Achievement in Mathematics in Lesotho Masters Dissertation*, Unpublished Pretoria: University of South Africa.
- Ojiambo, P. (2011). Quality of Education and its Role in National Development. *Kenya Studies review KSR*, 1(1): 133-149.
- Richardson, A. R. (2012). *An Examination of Teacher Qualifications and Students Achievement in Mathematics*. Masters Dissertation, Unpublished Alabama Auburn University.
- Steele, N. A. (2010). *Three Characteristics of effective Teachers*. Update, 28 (2), 71-78.
- Yusuf, H. O. & Dada, A. A. (2016). Impact of Teachers' Qualification and Experience on the Performance of Students in Colleges of Education in Kaduna State, Nigeria. *The Online Journal of Quality in Higher Education*. Volume 3, Issue 2.
- Zuzovsky, R. (2015). Teacher' qualifications and their impact on students' achievement findings from TIMMS-2003 data in Israel. IERI Monograph Series: Issues and Methodologies in large scale Assessment, 2, 37-62.