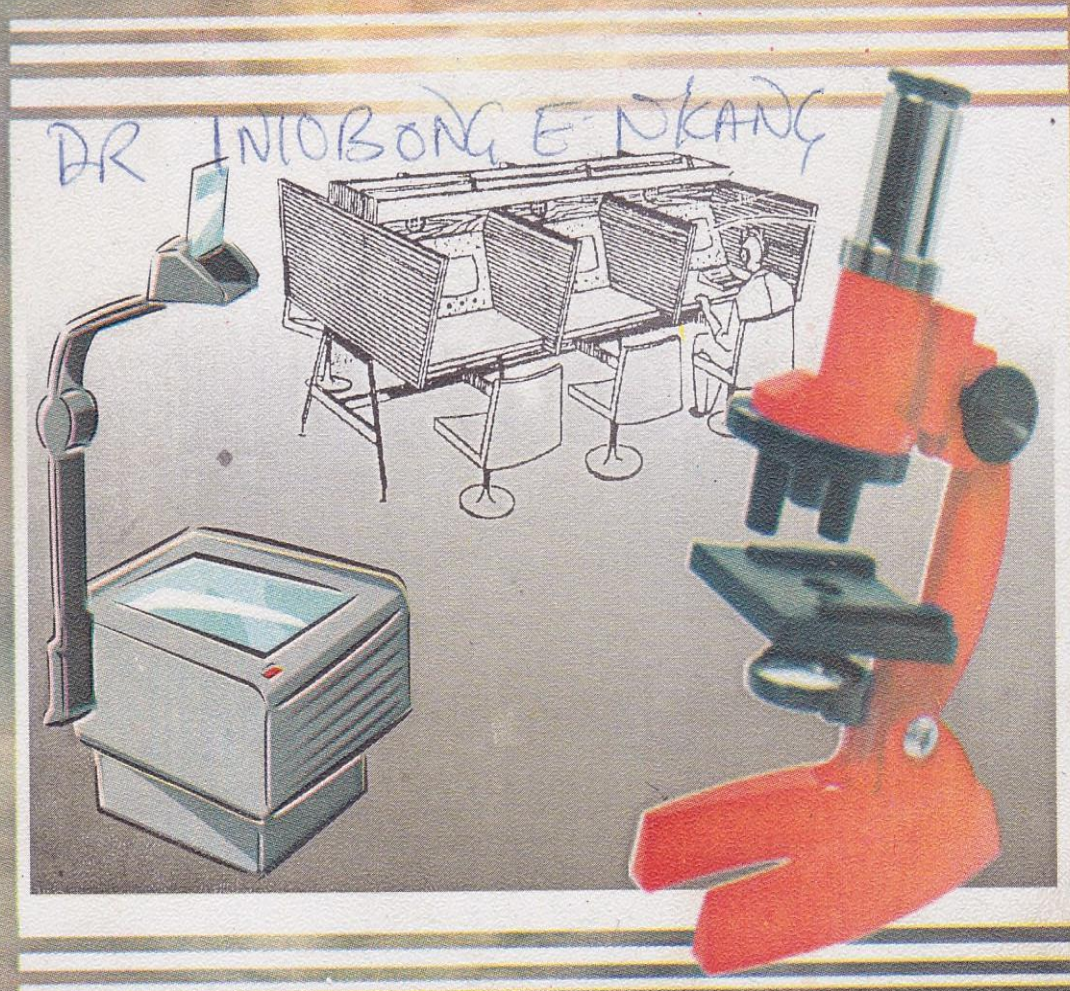


# MULTIDISCIPLINARY JOURNAL *of* EMPIRICAL RESEARCH

ISSN 1597-510X

MULTIJER



Volume 6 No. 1, December, 2008

Published by  
ASSOCIATION OF NIGERIAN ACADEMIC RESEARCHERS

# TEACHERS' ACADEMIC QUALIFICATION AND THEIR JOB PERFORMANCE IN AKWA IBOM STATE

*Dr. Umoinyang E. Umoinyang and Dr. Mrs. Iniobong E. Nkang*

## Abstract

The study sought to investigate the influence of academic qualification on the teachers' job performance in Akwa Ibom State. Secondary school teachers in the 229 public secondary schools in the state numbering 7031 constituted the population of the study, while 3100 teachers randomly selected from the 31 Local Government Areas of the State made up the sample. Data were collected using the "Administrative Factors Appraisal Scale" (AFAS). To guide the study, the null hypothesis that academic qualifications of teachers have no significant influence on their job performance was analyzed and tested at 0.05 level of significance using the Analysis of Variance (ANOVA) and the Fisher's protected t-test statistics. Results revealed that teachers' job performance is influenced significantly by their level of academic qualification. Based on the findings, it was recommended that only professionally trained and academically qualified teachers should teach in our schools.

## Introduction

The significant role that the teacher plays in the education process can definitely not be over-emphasized. Teaching, according to Nacino-Brown, Oke & Brown (1982:2), is an attempt to help someone acquire or change some skill, attitude, knowledge, idea or appreciation. Put differently, the task of a teacher is to create or influence desirable changes in behaviour or in tendencies toward behaviour in his students.

Galloway (1976), noted that education would be meaningless without the teacher since in everyday sense, education is widely understood to mean a process of teaching and learning that results in changes in behaviour. Considering the undisputed importance of the teacher in this task, becoming an effective teacher should be a primary long-range goal of every person who embarks on a career of classroom teaching. According to Galloway, achieving the goal requires competencies of several related kinds, including knowledge and skills of: (1) specific subject matter, (2) methods of instruction and (3) the psychology of learning and teaching. Most programmes of teachers' education provide experiences in the three broad areas. Often, the experiences are closely integrated because, in real practice, the competencies must blend together to compose the more general concept of effective teaching.

Learning from the declaration in the National Policy on Education (NPE) that education is the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution (FGN, 2004:8), it is risky for any nation to place the responsibility of educating its citizenry in the hands of unqualified teachers. In other words, a teacher that is either academically unqualified or professionally ineffective, is not anything less than a blind man leading fellow blind men. It is most disturbing to note that some 49 percent of the teaching force in all Nigerian schools is unqualified (Okafor, 2008:1).

In the present-day world of global competition in politics, economy, science and technology, it is lamentable that the continued employment of unqualified teachers in Nigerian schools has been responsible for the decolonization of the country as we now rely on other countries for almost all our needs. Currently, with the abundant fertile lands in Nigeria, plans have been concluded for the importation of rice and other food-stuffs to contend with rising food prices; foreign firms are relied on for our road-construction works (and allied constructions); our political leaders continue to receive health-care treatment abroad as they cannot trust indigenous medical practitioners and institutions; and wealthy Nigerians prefer to send their children and wards abroad for quality education, among others.

Wilson and Berne (1999), observed that in the past 10 years, the calls for a commitment to teacher training have increased exponentially, most likely from a confluence of forces. Calls for higher standards for teachers inevitably came alongside calls for higher standards for students. According to Cohen and Ball (1990), if students needed their education to be given differently in order to meet new assessments and standard, it followed that teachers' world need something new as well.

Ingersoll (1999), noted that few educational problems have received more attention in recent times hence the failure to ensure that our nation's elementary and secondary schools' classrooms are all staffed with qualified teachers. In their contributions to who is a qualified teacher, Bassey and Ambekeh (2000), observed that in keeping with the demands of the National Policy on Education, the lowest educational qualification for teachers in primary schools is the Nigerian Certificate in Education (NCE) while that for secondary schools is the first degree.

Umoinyang (2003), observed that concern with the quality and qualifications of teachers is neither unique nor surprising, as elementary and junior secondary schooling are mandatory in Nigeria under the Universal Basic Education Scheme (UBE), and it is into the custody of teachers that children are legally placed for a significant portion of their lives. The quality of teachers and teaching is undoubtedly one of the most important factors shaping not only the learning and growth of students, but also the development or otherwise of the nation concerned.

The academic qualification of teachers in our schools does not only influence the academic performance of students, but may also affect the teachers' job performance. It is against this background that the study was conducted to examine the influence of academic qualification of teachers classified into three groups, namely:

- (1) Teachers with low qualifications (those that possess Certificates in Education, Diploma, Nigerian Certificates in Education (NCE);
- (2) Medium class (including teachers with H.N.D., B.A., B.Ed., B.Sc.)
- (3) High class (including teachers with M.Ed., M.A., M.Sc., M.Phil., and Ph.D.).

on their job performance with a view to improving the teaching – learning process in the country with all the benefits accruing to the envisaged improvement.

## **Methodology**

### **Research Design and Study Area:**

The research design employed in this study was causal comparative (Ex-post facto). The research area covered the thirty-one Local Government Areas of Akwa Ibom State.

### **Population**

The population of the study comprised all teachers in the 229 public secondary schools in Akwa Ibom State. The total population of teachers in this category stood at 7031 during the 2007/2008 academic session.

### **Sample and Sampling Procedure**

To get a heterogeneous, yet normally distributed sample of the population to achieve the purpose of the study, the stratified random sampling procedure was used. Schools in Akwa Ibom State were first classified as urban and rural in their respective Local Government Areas. 100 teachers were randomly selected from each of the 31 Local Government Areas of the State. From this method 3100 teachers served in the study.

### **Hypothesis**

Academic qualifications of teachers have no significant influence on their job performance.

### **The Research Instrument**

Relevant data for the study were collected using researcher - developed questionnaire, "Administrative Factors Appraisal Scale" (AFAS). It was a 20 – item scale with two parts. Part I elicited information from the teachers on their personal background such as academic qualification and subject taught. Part II measured the extent to which the respondents' academic qualification was relevant to their job performance.

The hypothesis was measured at 0.05 level of significance:

### **Reliability of Research Instrument**

A trial test was administered on 300 secondary school teachers in Cross River State who were assumed to possess the same characteristics with the actual subjects. The data obtained were used in establishing the reliability of the instrument using Cronbach alpha.

### **Results of the Study**

The null hypothesis stated that academic qualifications of teachers have no significant influence on their job performance. To test this hypothesis, Analysis of Variance (ANOVA) was used to compare the teachers' job performance across the three groups of teachers (High, Medium and Low). The obtained F value was compared with the critical value and was found significant because the obtained F value was greater than the table value (See Table I), hence the null hypothesis was rejected.

**Table 1**  
**Analysis of variability of teachers' job performance due to academic qualifications**

Levels of teachers' qualifications	n	x	SD	
Highly qualified teachers	702	35.40	5.25	
Medium class teachers	1498	32.30	5.44	
Lowly qualified teachers	900	29.20	5.63	
<b>Total</b>	<b>3100</b>	<b>32.102</b>	<b>5.44</b>	
<b>Sum of variation</b>	<b>SS</b>	<b>DF</b>	<b>MS</b>	<b>F</b>
Between Groups	69901	2	349.51	11.89*
Within Groups (Error)	91000.40	3097	29.38	
Total	91699.41	3099		

This data in Table 1 above indicate that the teachers' job performance is influenced significantly by level of qualification. To test where the significant influence lies, Fisher's protected t-test was used in analyzing the data (See Table 2).

**Table 2**  
**Fisher's protected t-test analysis of the mean difference in job performance due to qualification.**

Level of qualification	Highly qualified teachers (n <sub>1</sub> = 702)	Medium class teachers (n <sub>2</sub> = 1498)	Lowly qualified teachers (n <sub>3</sub> = 900)
Highly qualified teachers	35.40 <sup>a</sup>	3.04 <sup>b</sup>	6.20
Medium class teachers	2.11*	32.36	3.16
Lowly qualified teachers	2.06*	1.25	29.20

- (a) Group means along the diagonal
- (b) Differences among group means above the diagonal
- \* Significant at .05 level

The result showed that the teachers with higher academic qualification showed significantly higher mean difference from the teachers with low academic qualification.

**Discussion of Results**

The result of the data analysis revealed that teachers' job performance is influenced significantly by their level of academic qualification. This finding conforms with that of Haertel (1991), who noted that there is almost universal agreement that highly qualified teachers do matter

### Teachers' Academic Qualification and Their Job Performance in Akwa Ibom State

and, moreover, there exists substantial empirical support for the reasonable proposition that student learning is affected by the qualifications of teachers. This may have accounted for Ingersoll's (1999), suggestion that probably, the most precise method of assessing teachers' educational preparation is to count the actual number of undergraduate or graduate courses completed in any given field.

In his contribution to the significance of qualified teaching force for the attainment of good quality education in our schools, Kosemani (1988:160) stated:

*The curriculum can be a great success or dismal failure depending on the teachers. They are the key persons who alone can make the curriculum design achieve what it were designed to achieve.*

Okeke (1990:59), very concisely highlighted the important position of the teacher towards the realization of high academic standard when he stressed thus:

*We need not present any argument to show that the standard of ...education in large measure depends on the quality of the teachers in the schools, sound administration, including wise supervision; adequate curriculum are important also, but nothing can be a substitute for competent teaching.*

Umoinyang (2003), examined the attendant effects of declared Universal Free, Primary Education in 1976, which led to astronomical increase in pupil enrolment in schools, to include among other things, the recruitment of unqualified and untrained teachers to take care of this influx into the schools. This remedial measure no doubt affected the quality of education offered then, yet the problem is still very much with us today.

Okafor (2008), suggested that the demand for quality education in Nigeria is presently more challenging than ever before especially when viewed from the background that many primary school teachers in the country still do not possess the minimum teaching qualification of the Nigeria Certificate in Education (NCE), while some secondary school teachers lack the academic and professional qualifications. Unfortunately, the crash programmes mounted to train unqualified teachers are suspect in their quality. He noted further, that there is a compelling need to enhance the efficiency, resourcefulness and competence of teachers and other educational personnel through training; capacity building is the core of any educational reform because the students are as good as their teachers. Quality teachers, all things being equal, produce quality students.

Blaming the present day maladies e.g. political thuggery, election rigging, kidnappings, examination mal-practices, unemployment, etc, on the nation's weak educational system, Nwachukwu & Chukwunke (2008), noted that a nation can never be self-reliant if the youths are not educated to be self-reliant. It follows logically that if students were not given the coping academic skills by the teachers in school, they must use all means to pass examinations (examination mal-practice), face the world of work with certificates that they cannot defend (unemployment), resort to alternatives to legitimate employment (thuggery, robbery, kidnappings, advanced fee fraud and others) to earn a living.

Judging from the above discussion, the paper makes the following recommendations and conclusion.

#### **Recommendation:**

1. Only professionally trained and academically qualified teachers should be employed to teach in our schools;
2. There is a compelling necessity for training and re-training of school teachers;

3. Enough monetary and non-monetary incentives should be given to teachers to retain them in their teaching job;
4. Considering the enormous responsibility of the teacher in the realization of the nation's development plans, teacher education should either be made free or highly subsidized.

**Conclusion:**

From the undisputed role of the teacher in the onerous task of "education" which is not only the greatest force that can be used to achieve the national objectives, but also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources, (FGN, 2004), any nation that compromises its education quality is sitting on a keg of time bomb. Accordingly, all quacks in the Nigeria education system should be flushed out without further delay, or promptly retrained to meet the present-day realities.

**References**

- Bassey, U. U., & Ambekeh, U. L. (2000). Planning and managing educational development in Cross River State, Nigeria. *West African Journal of Educational Research*, 3 (2), 177-181.
- Cohen, D. K., & Ball, D. L. (1990). Relations between policy and practice: A commentary. *Educational Evaluation and Policy Analysis*, 12, 331-338.
- Federal Republic of Nigerian (2004). *New National Policy on Education*. Lagos. NERC Press.
- Galloway, C. (1976). *Psychology for learning and teaching*. New York: McGraw-Hill Book Company.
- Haertel, E. (1991). The problem of under qualified teachers in American Secondary Schools. *Educational Researcher*, 28, (2), 26-37.
- Kosemani, J. M. (1988). *Teacher: The Missing link in Nigeria Curriculum process*. Port Harcourt: University of Port Harcourt Press.
- Nacino-Brown, R., Oke, F. E., & Brown, D. P. (1982). *Curriculum and Instruction: An Introduction to Methods of Teaching*. London: The Macmillan Press Ltd.
- Nwachukwu, C. O., & Chukuneke, B. U. (2008). The emerging state of education in Nigeria: Exploring the roots. *Journal of Qualitative Education*, 4(1), 6-11.
- Okafor, F. C. (2008). Millennium Development Goals: Has education in Nigeria been equipped to respond? *Journal of Qualitative Education*, 4 (1), 1-5.
- Okeke, B. S. (1990). Management of qualitative primary schools within the context of the local government system. *Management of Quality Education Nigeria (NAEAP)*, 2, 32-37.
- Umoinyang, U. E. (2003). *Administrative Factors and Secondary School Teachers' Job Performance in Akwa Ibom State of Nigeria*. Unpublished Ph.D. dissertation, University of Calabar.
- Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examinational development. Review of research in education. *American Education Research Association*, 24, 197-202.