



TEACHER CHARACTERISTICS AND EFFECTIVE TEACHING AMONG SECONDARY SCHOOL TEACHERS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE NIGERIA

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(Received 18, February 2022; Revision Accepted 4, May 2022)

ABSTRACT

The study examined the influence of teacher characteristics (teacher qualification and year of teaching experience) on effective teaching among secondary school social studies teachers in Calabar education zone of Cross River State Nigeria. To achieve this objective, two hypotheses were formulated and tested. The survey research design was adopted for the study. The sample consist of One hundred and sixty-four (164) teachers in sixty (60) secondary schools in the zone. One structured questionnaire titled "Teacher Characteristics and Effective Teaching Questionnaire" (TCETQ) was developed by the researcher and validated by experts in Sociology of Education and in measurement/Evaluation, it had a reliability coefficient of .75 & .92 developed using split half reliability method. One-way analysis of variance (ANOVA) was the statistical tool used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that teachers' qualification and year of experience significantly influence effective teaching. Based on the findings, it was recommended among others that teachers should be encouraged to frequently go for professional development long and short term courses in order to acquire knowledge that can facilitate delivery and those who have spent more years should see the need to give room for mentor-mentee relationship for the betterment of the system.

KEYWORDS: Effective teaching, Secondary school, Teachers, Teacher characteristics

INTRODUCTION

Effective teaching is paramount in teaching-learning process and its significance in the educational system cannot be over emphasized. It is the act of imparting knowledge and skills to learners efficiently and effectively by the teachers as measured through students' outcome and behavioral change (Dien, 2014).

However, these attribute of the teacher is queried as students' outcome over the years are so poor and a thing of concern. Secondary school students in most cases perform poorly in internal and external examinations and sometimes cannot defend their certificates. One wonders if students are not effectively taught as their academic and moral achievement are highly influenced by teachers' effectiveness than

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students race in school (Ekanem, 2005). Scholarly literatures and experience have shown that teachers effectiveness in their job is below average, as manifested in their serious involvement in menial businesses as compared to their work in the classroom. The effect of this poor attitude among teachers could be responsible for the poor academic performance among students and continuous cry of decline standard of education in Nigeria, as teaching is effective when students' performance improves after a period of instruction in a manner consistent with goals of instruction (Amalu, 2021). A teacher as the light in the educational world is expected to have all it takes to brighten and nurture the vibrant lives of individual learners with useful knowledge, practical skills and proper value orientation (Dien, 2019). Yanana, (2011) describes an effective teacher as one who achieves the goals of imparting a learner. Unfortunately, a person that so much is expected from is not forth coming and the system suffering. This attitude of ineffectiveness may be due to teachers not having the right qualification and experience to showcase their worth in the classroom. Ngada, (2011) posit that qualified teachers are lacking in schools and the school is turned to a dumping ground for unemployed school leavers. Therefore, teacher characteristics constitute attributes that are within the teacher and defines their standing in the profession which could be in terms of teacher age, gender, qualification and years of teaching experience which may influence the way they act and discharge their responsibilities though teachers' qualification and year of teaching experience forms the crux of the paper.

Teacher qualification is all the skills a teacher requires to function effectively in the classroom (teach) and to critically drive students' academic performance (Aina & Sunday, 2015) Adjei, (2015) states that teacher qualification is made up of relevant education degrees/certificates and that quality of teachers determine their efficiency level. He further explains that teacher qualification in relation to the achievement of lesson objectives is one of the most important variable which helps in shaping the attitude and development of learner to be responsible in school and the society. To support this, Amalu (2021) posit that teachers are responsible for the translation of aims, goals and plans of education into knowledge and skills. They are the ones to ensure that learners are educated in the direction of those aims and objectives. Darling-Hammond, Berry and Thoreson, (2011) posit that, teachers

who are trained in teaching the area in which they are certified, out-perform teachers who have no certificates. Zuzovsky, (2011), outlines formal education, knowledge of subject matter, education in pedagogical studies, duration of the preparation period, certification/increasing status, preparation in professional development activities and years of experience as indicators of an effective qualified teacher.

Therefore, teacher qualification is imperative, as it is argued that teachers who have more training produce students who have better academic achievement and even good moral and social behaviour. In a study carried out in Tennessee to ascertain the effect of students' exposure to highly qualified teachers, Osadolor, (2020) found the relationship to be additive and cumulative, result has it that, the study used performance to categorize teachers into five groups representing levels of effectiveness. After tracking the progress of found achievement gains – 83% for students assigned to most effective teachers while students assigned to less effective teachers demonstrated a 29% gain in learning. Students demonstrated greater gain in learning with mathematics and science teachers holding a major in the subject area. Osadolor (2020), found a significant relationship between students' achievements and teachers' cognitive and verbal abilities. Azuka, (2020) posit that highly professional teachers are more likely to use a range of teaching strategies and interaction style that responds to students' needs and learning styles as well as placing emphasis on conceptual application of ideas than those with less professional qualification who will place more emphasis on a single rigid approach or method. These agrees with Ehiaguina, (2020) that a qualified secondary school teacher is likely to display a good mastery of the subject matter, use appropriate methods of teaching at various times, know how to achieve good class management control and achieve the stated objectives of much lesson, as a teacher should be conscious of achieving a set goal. Hillary, Worth and De-Lazzari (2017), examined teachers' educational attainment and job effectiveness in Ghana and the study adopted a survey research design with stratified and purposive sampling techniques. The findings had it that teachers who have higher degrees performed better than teachers' with lower degree. Hence, Aggarwal (2006) states that for;

“Social studies teachers to assist learners to understand this complex world in which we live and better adapt themselves to it and prepare

them for an intelligent and constructive citizenship, a well-qualified and not ill equipped teacher of social studies must be provided at all level of education.” PP 227.

Another variable under consideration is that of year of teaching experience which is comparing a teacher with multiple years in the classroom to another teacher who has spent fewer years in the profession. Kini & Podolsky (2016) opine that teaching experience is positively associated with teacher effectiveness. This does not mean that incompetent teachers will be effective because of their years of teaching experience but effectiveness increases with year of experience (Dien, 2019). Moreover, many occupations recognize employees' year of experience as a relevant factor in human resource policies, this idea is that experience gained over time, enhances knowledge, skills and productivity of workers (Rice, 2010). Dien, (2019) collaborated with these findings, because “experience promotes effective teaching. Hassen & Abdullahi (2013) conducted a study to investigate the impact of teachers' age, gender and teaching experience on the use of ICT, EFL teaching. The participants were 46 in-service teachers working at Najran University Saudi Arabia. The finding revealed that there is a difference between male and female teachers in language teaching as a result of experience. This is in agreement with the study on impact of teacher experience at high school level by Harris & Sass, (2007). Using data from North Carolina Elementary School teachers with one or two years' experience, study shows that these teachers with experience are more effective on average than teachers with no experience by .06 SD in mathematics achievement and .03 SD in reading achievement. The National Education Association (NEA) had long agreed and maintained that teacher experience matters and should be considered in determining pay and promotions. As year of teaching experience is the actual number of years a teacher has put into classroom teaching and not number of years after graduation (Amalu, 2021). Adjei (2017) explained that there is no doubt about a teacher with more years of teaching experience being very effective as compared with someone new in the teaching profession from the foregoing discussion he penned that;

“One may be right to conclude that the experience of a social studies teacher is of great importance for effective teaching and in achievement of lesson objectives as without teaching experience, teachers may find it difficult

to teach social studies in bringing out the desired change in the learners' outcome, social behavior, and achieve the real purpose of social studies (pp.118).

Podolsky, Kini and Darling Hammond (2019) carried out a study to determine if teaching experience increase teachers' effectiveness, thirty (30) studies published since 2003 were analyzed to ascertain the effect of teaching experience on students' outcome in US. The findings revealed that teaching is positively associated with students' achievement gains throughout much of teachers' career hence as teachers gain experience, their students are more likely to do better on measures of success beyond test scores.

The reviewed literature reveal that qualified and experienced secondary school social studies teacher in particular and teachers in general play important role in ensuring good success in the academic pursuits and good moral behavior of the students. As they will do their job religiously keeping aside anything that may take their time from being in the classroom to see that the students' outcome is impressive and the society also is a better and peaceful place through their impartation. Therefore, being well-equipped, committed and experienced in the profession is necessary. It is believed that this study will help influence the choice of teachers at employment and encourage the need to retain the good old hands to mentor the new for effectiveness in the system and for the betterment of the nation and Calabar Education Zone in particular.

STATEMENT OF THE PROBLEM

Teachers are expected to be knowledgeable, committed, dedicated and discipline to be effective in their profession in order to influence the learners positively. Unfortunately, students' academic performance and general good moral and social behaviour in recent time has been a thing of concern in the research area, students are seen loitered about the streets during school hours with the excuse that their teachers 'are not in school.' Some teachers on the other hand are involved in “full time trading” within and outside the school on stuffs like jewelries, foodstuff, clothing, shoes to mention but a few. This nonchalant attitude and un-seriousness as posed by some teachers is dangerous to the objectives of the school and of teaching/learning process, making questions to be raised on what time they use in preparing for their classes if at all they do and whether these teachers are really qualified and experienced indeed for the job? Despite the

effort of the Government, school authorities and even Non-Governmental Organizations (NGOs) as well as some parents to find lasting solutions to issues of teachers' ineffectiveness in organizing in-trainings, providing financial incentives were necessary, instructional materials, surprise welfare packages etc. yet the problem persist. Hence, this issue and many others arouse the interest of the researcher to carry out these study to find out whether qualification and experience as teachers' characteristics can influence effective teaching among secondary school teachers in Calabar Education Zone Cross River State.

PURPOSE OF STUDY

The primary purpose of this paper is to examine the influence of teacher characteristics on effective teaching among teachers. Specifically, the paper sought to determine;

1. How teacher qualification can influence effective teaching.
2. How teacher years of teaching experience can influence effective teaching.

Research Hypotheses

1. There is no significant influence of teacher qualification on effective teaching.
2. There is no significant influence of teacher years of teaching experience on effective teaching.

Research Methodology

The design for this study was survey research design. The population of the study consist of all the One hundred and sixty-four social studies teachers in secondary school in Calabar education zone and all Junior Secondary School Students who offer social studies. The sampling technique used for the study is the census sampling technique. This is because all the teachers were used for the study. The sample consist of One hundred and sixty-four teachers.

Data for the study were obtained through structured questionnaire titled "Teacher Characteristic and Effective Teaching Questionnaire (TCETQ)". The instrument was content validated by experts in Sociology of Education and in Measurement/Evaluation in the University of Calabar. It had two parts A and B. Part A had information on teacher characteristics data such as teachers' age, gender, educational qualification and experience while Part B was made up of thirty (30) items raised on four point Likert scale with scoring ranging from strongly agreed (SA), agreed (A), disagree (D) and strongly disagree (SD). The instrument was faced validated by two experts in Measurement and Evaluation Unit of the Faculty of Education University of Calabar. Split half reliability coefficient was used to determine the reliability of the instrument and the reliability coefficient ranged from 0.75 and 0.92 which was considered high enough to be used. One hundred and sixty-four questionnaires were administered to teachers with the permission of the school management of the various schools used in the study. Data generated were analyzed using descriptive statistics and One Way Analysis of Variance (ANOVA).

RESULT

Hypothesis one: There is no significant influence of teacher qualification on effective teaching among secondary school social studies teachers in Calabar education zone.

The independent variable in this hypothesis is teachers' qualification and is categorized into NCE, B. Sc/B.Ed., M.Sc./M. Ed/Ph. D while the dependent variable is effective teaching. ANOVA statistics was used to test this hypothesis at .05 level of significance and the result is presented in Table 1 and Table 2.

Table1: Descriptive statistics of the variable of teachers' qualification on effective teaching

Dependent variable	Educational qualification	N	Mean	Std. Deviation
Knowledge of subject matter	NCE	76	8.6842	.46792
	B.Sc/B,Ed	32	12.8438	3.66421
	M.Sc/M.Ed/Ph.D	56	12.9464	3.81585
	Total	164	10.9512	3.46907
Classroom management	NCE	76	11.7368	2.10630
	B.Sc/B,Ed	32	11.5938	1.99773
	M.Sc/M.Ed/Ph.D	56	12.9464	3.24413
	Total	164	12.1220	2.59017
Communication skills	NCE	76	10.7632	3.33814
	B.Sc/B,Ed	32	12.3125	3.77972
	M.Sc/M.Ed/Ph.D	56	11.0893	3.43393
	Total	164	11.1768	3.48694

Table 2: One-way Analysis of Variance of the result of influence of teachers' qualification on effective teaching

Dependent variation	Source of variation	SS	df	Ms	F	Sig.
Knowledge of subject matter	Between groups	728.131	2	364.065	47.520	.000
	within groups	1233.41	161	7.661		
	Total	1961.610	163			
Classroom management	Between groups	58.266	2	29.133	4.531	.012
	Within ups	1035.295	161	6.430		
	Total	832.222	163			
Communication skills	Between groups	54.707	2	27.353	2.285	.105
	Within groups	1927.165	161	11.970		
	Total	1981.872	163			

*significant at .05. df=2 and 161

To test this hypothesis one-way analysis of variance (ANOVA) was used and the result as presented in Table 2 which showed that for teacher qualification and knowledge of subject matter ($F=47.502$, $P<.05$), for classroom management ($F = 4.531$, $P<.05$) and for communication skills ($F = 2.285$, $P<.05$). Since $P (.000)$ is less than $P (.05)$ for teacher qualification

on knowledge of subject matter, classroom management. It implies that there is a significant influence of teachers' qualification on effective teaching. Thus, the hypothesis was rejected for teacher qualification in effective teaching in-terms of the above mentioned dependent variable. A post hoc analysis was carried out using scheffes test.

Table 3: Scheffe's post hoc comparison analysis of the influence of educational qualification on effective teaching

Dependent variable	Educational qualification (I)	Educational qualification (J)	Mean difference (I-J)	Sig.
Knowledge of subject matter	NCE	B. Sc/B.Ed	4.15954	.000
	B.Sc/B.Ed	M.Sc/M.Ed/Ph.D/NCE	4.26222	.000
	M.Sc/M.Ed/Ph.D	M.Sc/M. Ed/Ph.D	4.15954	.000
Classroom management	NCE	NCE	.10268	.000
		B.Sc/B.Ed	4.26222	.986
	B.Sc/B. Ed	M.Sc/M.Ed/Ph.D	.10268	.000
		NCE	1.20959	.986
	M.Sc/M.Ed/Ph.D	M.Sc/M.Ed/Ph.D	1.4309	.28
		NCE	1.35268	.965
		B.Sc/B.Ed	1.20959	.58
		M.Sc/M.Ed/Ph.D	1.35268	.58
Communication skills	NCE	B.Sc/B.Ed	1.59211	.000
		NCE	1.59211	.000
	M.Sc/M.Ed/Ph.D	M.Sc/M.Ed/Ph.D	3.46429	.000
		NCE	5.05639	.000
		B.Sc/B.Ed	3.46429	.000

* Significance at 0.05

The result as present in Table 3 showed that teachers with B.Sc/B.Ed and above qualification are more effective in terms of knowledge of subject matter, classroom management and communication skills which are dynamic attributes of a teacher compared to those who have only NCE degree as their highest qualification.

Hypothesis 2: There is no significant influence between teacher's year of experience and

effective teaching among social studies teachers in Calabar education zone. The independent variable in this hypothesis is teachers' year of experience categorized into three groups (1-10years, 11-20years and 20 and above years) while the dependent variables is effective teaching. One-way variance of analysis (ANOVA) was used to test this hypothesis at .05 level of significance and the result presented in table 4 and 5.

Table 4: Descriptive statistics of the variable of years of experience on teaching effectiveness

Dependent variable	Years of experience	N	Mean	Std. Deviation
Knowledge of subject matter	1-10yrs	81	11.1358	3.69714
	11-20yrs	53	9.8491	2.09758
	21-Above yrs	30	12.4000	4.19030
	Total	164	10.9512	3.46907
Classroom management	1-10yrs	81	10.0000	.00000
	11-20yrs	53	12.9245	1.28376
	21-Above yrs	30	16.4333	1.33089
	Total	164	12.1220	2.59017
Communication skills	1-10yrs	81	11.3086	3.82636
	11-20yrs	53	11.8113	3.48655
	21-Above yrs	30	9.7000	1.76459
	Total	164	11.1768	3.48694

Table 5: One-way analysis of variance (ANOVA) result of the influence of teachers' year of experience on effective teaching

Dependent variables	Source of variation	SS	df	F	Significance
Knowledge of subject matter	Between groups	130.111	2	5719	.004
	Within groups	1831.499	161	65.056	
	Total	1961.610	163	11.376	
Classroom management	Between groups	956.496	2	478.248	.000
	Within groups	137.065	161	3.851	
	Total	1093.561	162	561.763	
Communication skills	Between groups	88.175	2	44.087	.026
	Within groups	1893.697	161	11.762	
	Total	1981.872	163	3.748	

*significant at .05. df=2 and 161

To test this hypothesis, one-way analysis of variance was used and the result as presented in Table 5 showed that years of experience and teachers knowledge of subject matter ($F = 5.719$, $p < .05$), year of experience and classroom management ($F = 561.76$, $p < .05$), year of experience and communication skills ($F = 3.470$, $p < .05$). Since $P (.000)$ is less than $P (.05)$ for

teachers' year of experience it implies that there is a significant influence of teachers' years of experience on effective teaching in terms of the above dependent variables. Thus the hypothesis was rejected for teachers' year of experience on effective teaching. A post Hoc test was carried out using Scheffe's test as seen in Table 6.

Table 6: Scheffe's post hoc comparison test of the influence of year of experience on teaching effectiveness

Dependent variable	(I) Teacher experience	(J) Teacher experience	Mean difference (I-J)	Significance
Knowledge of subject matter	1-10yrs	11-20yrs	1.28675	.100
		21-Aboveyrs	-1.26420	.218
	11-20yrs	1-10yrs	-1.28675	.100
		12-Aboveyrs	-2.55094*	.005
	21-Aboveyrs	1-10yrs	1.26420	.218
		11-20yrs	2.55094*	.005
Classroom management	1-10yrs	11-20yrs	-2.92453*	.000
		21-Aboveyrs	-6.43333*	.000
	11-20yrs	1-10yrs	2.92453	.000
		21-Aboveyrs	-3.50881	.000
	21-Aboveyrs	1-10yrs	6.43333*	.000
		11-20yrs	3.50881*	.000
Communication skills	1-10yrs	11-20yrs	3.03516	.000
		21-Aboveyrs	1.60864	0.93
	11-20yrs	1-10yrs	.50268	.709
		21-Aboveyrs	2.11132	.029
	21-Aboveyrs	1-10yrs	-1.60864	.093
		11-20yrs	-2.11132	.029

* Significance at 0.05

The result revealed that teachers with 21 years and above years (middle age) of experience are more effective in terms of knowledge of subject matter, classroom management and communication skills, compared to those within 1-10 years in the profession.

DISCUSSION OF FINDINGS

Hypothesis one stated that there is no significant influence of teachers' qualification of effective teaching is rejected in terms of knowledge of subject matter, classroom management and teacher ability to communicate for the learners to learn (communication skills). This means that

educational qualification of teachers can make them effective teachers. This could be due to the fact that the higher the teacher goes academically the more exposed to methodological skills, content information and innovative in the area. Teachers who develop themselves either by obtaining more degrees in an area of profession tend to stand a better chance in having more information and knowledge about the area on current issues that can influence his/her effectiveness. This finding agree with Hillary, (2017) and Ehuiaguina (2020) that teachers' qualification makes a teacher effective.

Hypothesis two that stated that there is no significant influence of teachers' years of teaching experience on effective teaching was rejected in terms of knowledge of subject matter, classroom management and communication skills. This implies that teachers who have been in the profession for a reasonable number of years differ in terms of knowledge of subject matter, classroom management and communication skills than those who are new in the system. These could be because they tend to have understand the profession and have additional skills, knowledge and strategies in handling instruction. Their experience can also have influenced the job performance and in their interaction with the environment, students, colleagues and management of the school provided with better opportunity to serve. This finding is in line with Kini & Podolsky (2016) who penned that, the more experienced a teacher is, the most effective that teacher will be.

CONCLUSION

From the result of the findings, it can be concluded that teachers' characteristics e.g. teachers' academic qualification and teachers' years of teaching experience influences effective teaching. These in turn influences positive academic outcome and moral behavior of students for the betterment of the society at large. It is also deduced that effective teaching is the major essence of teaching-learning process and should be checked to see that it's not found wanting nor queried.

RECOMMENDATIONS

The following recommendations were drawn from the findings that;

Government should ensure that qualified teachers are employed and assigned the right subject to teach i.e. teachers should be allowed to teach subjects areas they major in.

2. Experienced teachers should see themselves as mentor to the newly employed teachers i.e. mentor-mentee relationship should be cordial. Finally, policy makers should redouble efforts to improve teachers' retention and evaluate them based on factors beyond test scores.

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