

TEACHERS' QUALIFICATIONS AND EFFECTIVE TEACHING OF HISTORY IN SENIOR SECONDARY SCHOOLS IN ILORIN-SOUTH LOCAL GOVERNMENT AREA, KWARA STATE, NIGERIA

ALABI Jimoh Adeniyi & SAIDU Abubakar PhD

Department of Arts Education, Faculty of Education

University of Ilorin, Ilorin, Nigeria

Email: alabi.aj@unilorin.edu.ng; saidu.a@unilorin.edu.ng

ABSTRACT

This study examined the availability of qualified teachers for teaching History and the interest of students in learning History in senior secondary schools in Ilorin-South Local Government Area, Kwara State. A descriptive research method was adopted for this study. The population of the study covered all senior secondary school students in 40 public secondary schools in Ilorin-South LGA. The target population comprised of all History teachers and students in Ilorin-South senior secondary schools. Purposive sampling technique was used to select 30 History teachers and 70 students from the 10 selected senior secondary schools to make a total number of 100 participants for the study. The instrument administered to collect data was a self-developed questionnaire. Means and standard deviations were used to answer the research question one, while research hypotheses which had corresponding with research questions were tested using One-Way Analysis of Variance (ANOVA) at 0.05 level of significance. The findings revealed that there were inadequate qualified History teachers to teach History and there was a significant difference in the interest of students in learning History due to teachers' qualifications and unstable government policy. It was concluded that majority of teachers that were teaching History subject were not qualified History teachers because they were not History Education experts. Only few of them specialized in History Education. Based on the findings, it was recommended that government should try to employ more qualified History teachers to teach History subject in secondary schools to encourage more students to develop interest in learning History.

Keywords: *History, Teacher, Qualification, Effective teaching, Ilorin-South LGA*

INTRODUCTION

Several factors contribute to students' academic performance in secondary school, these factors include student individual characteristics, family background, neighborhood experiences, environment, school facilities and teachers' qualification among others. However, research suggests that among

school related factors, teachers are the most important factor because when it comes to students' academic performance, a teacher is valued to have two- or three-times impact in terms of teaching, effective use of instructional resources, facilities, services and even leadership than any other school factor.

The success or otherwise of any educational system depends mostly on the quality of teachers who are the transmitters of desirable attitude, skills, knowledge and values in the society. Therefore, the quality of teachers can be identified by their performance in school not by their family background or status. Mohammed & Yusuf (2015) observed that the quality of an effective teacher cannot reliably identified based on where they went to school, whether they were registered or how long they were trained. But the best way to assess teachers' effectiveness is to look at their job performance, most especially what they do in the classroom and what progress their students make on achievement tests. In his view Hamilton-Ekeke (2013) stated that teacher's qualification is a particular skill, experience or knowledge someone possesses to make him or her suitable to teach effectively in the class. Thus, teacher qualifications could mean all the skills a teacher requires to teach effectively in the classroom. Such skills include formal education, experience, knowledge of the subject matter, certificate/licensing and professional development.

Olaleye (2011) stressed that qualification is a special skill, type of experience or knowledge that makes someone suitable to do a particular job. Whereas, in some cases, one might have a teaching certificate at hand but without adequate knowledge of the subject matter, such person may not perform well in teaching students in the class. Also, a person without proper knowledge of pedagogy

or who spent few years in training without completing the required years does not possess teaching qualification. Hence, teacher's qualification is one of the critical factors that drive the effective teaching and students' academic performance, especially in History subject which required teachers' full attention to demonstrate the appropriate knowledge of the subject matter.

The perspective of teachers' qualifications can go a long way to bring about students' higher academic performance because teaching profession relates to competent in instruction, management of students and materials in the classroom. However, teacher's qualifications might not be the only certificate someone is holding as erroneously conceived by some people but the performance (Hamilton-Ekeke, 2013). In addition, the quality of a teacher is essential in teaching and learning. The variation in teacher quality is an essential contributor to the effective teaching in the class as well as student academic performance. Kimani, Kara & Njagi (2013) submitted that there are large differences in teacher quality across the school area, but measured teacher characteristics explain little of the difference.

A qualified teacher is the one who holds a teaching certificate and/or licensed by the state, owns at least Nigerian Certificate in Education (NCE) or a Bachelor's Degree from a four-year recognised institution and well qualified in his/her area of specialization (Olaleye,

2011). Therefore, it is believed that a qualified teacher is a person who possesses teaching qualifications, the knowledge of the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment, learning environment and skillful use of information communication technologies.

Moreover, the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding educational skill he/she acquired. The realisation of the national growth in technology as highlighted in the National Policy on Education (2013) hinges largely on the quality of the teachers. The teacher's quality determines effective teaching and in turn predicts student's academic performance which will inevitably be seen in the citizens tomorrow. Akinsolu (2010) affirmed that the availability of qualified teachers determined the performance of students in schools and so, lack of qualified teachers is a contributing factor to the low standard of education in Nigeria. Thus, the success or failure of any educational programme relies majorly on the adequate availability of qualified, competent and dedicated teachers.

However, Ngada (2008) noted that over 80% of respondents in survey research were of the view that teachers are carriers of weaknesses. These weaknesses include among others, inadequate exposure to teaching practice, poor classroom management and control,

shallow mastering of the subject-matter and lack of professionalism. Meanwhile, Ajayi (2009) pointed out that the professional qualities of a teacher has to do with the mastery of the subject matter, sense of organisation, ability to clarify ideas, motivate students, good imagination, ability to involve the students in meaningful activities throughout the period of teaching, management of the details of learning, frequent monitoring of students' progress through tests, formal and informal, written and oral quizzes. In this regard, it should be noted that all these qualities are needed by the History teacher for him to be able to relate past events with the present situations in order to predict what future is likely to be.

History is a subject that requires a qualified and competent teacher to handle it. This is because History is a living subject that deals with drama of human beings or the stage of the world which is still growing on, and this drama should be presented before students in a brilliant manner in the classroom, for this, a history teacher should be qualified, active and well-organised. According to Jekayinfa & Kolawole (2018), the study of History familiarizes people with past customs, traditions, norms and values of the ancient period. It is by a sense of history that communities establish their identity, orientate themselves and understand their relationship both to the past and to other communities or societies. Without adequate knowledge of History, people and their communities would be utterly adrift on an endless sea of time.

Therefore, it is necessary to encourage more students to cultivate positive attitudes towards learning History and make greater understanding of it, so as to improve their performance in the subject. Ajayi (2015) submitted that unqualified History teachers and inconsistent government policy towards the History subject in the curriculum had made teachers' and students lost interest in teaching and learning of History in Nigeria secondary schools. Thus, it is unfortunate that the inconsistent government policy towards History subject in the secondary school curriculum is discouraging nowadays. There are many students who wish to offer the subject in schools, but it was sometime removed as a core subject and later, totally removed from the curriculum. Yet, it has been included recently in the curriculum since 2009 as an elective subject and this brings a lot of confusion for both the teachers and students in teaching and learning History subject in schools on the position of History in the curriculum.

Apart from inconsistent government policy, a lot of money is spent by the government on the training of teachers, Teacher Training Institutions such as the Universities organising Sandwich and Full time Programmes as an effort to produce and improve the quality of teachers for the school system. It seems that the number of untrained teachers is high, while it is not clear whether the knowledge acquired by the trained teachers have resulted in better performance of their students. Not only

that, shortage of qualified History teachers still constitutes a great bottleneck which has continued to be a problem in most of the senior secondary schools in Kwara State. A problem such as this deserve periodic assessment as this study seeks to do. Thus, this considered worthy of study with a view to assess the availability of qualified teachers, the interest of students in learning History due to teachers' qualifications and unstable educational policy in Ilorin-South LGA senior secondary school, Kwara State.

Purpose of the Study

The purpose of this study was to examine the teachers' qualifications and effective teaching of History in Ilorin-South LGA senior secondary school, Kwara State. Specifically, the specific objectives of this study are to:

- a. investigate the availability of qualified teachers for teaching of history in senior secondary schools in Ilorin South LGA
- b. examine the interest of students in learning history in Ilorin South LGA senior secondary schools taught by qualified teachers
- c. find out the interest of students in learning history in Ilorin South LGA senior secondary schools due to unstable educational policy

Research Questions

The following research questions were raised in this study.

1. What is the extent of availability of qualified teachers for teaching History in senior secondary schools in Ilorin South LGA?
2. How do teachers' qualifications influence the interest of students in learning History in senior secondary schools in Ilorin South LGA?
3. Does unstable educational policy influence the interest of students in learning History in senior secondary schools in Ilorin South LGA?

Research Hypotheses

The following research hypotheses were postulated for this study:

- H₀₁:** There is no significant difference in the availability of qualified teachers for teaching History in Ilorin South LGA senior secondary schools.
- H₀₂:** There is no significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to teachers' qualifications.
- H₀₃:** There is no significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to unstable educational policy.

METHODOLOGY

Research Design

The study adopted a descriptive research design. This involves the process of

questionnaire selection, data collection and analysis. Descriptive statistical analyses were used to explain responses of participants on the variables used in this study.

Population Sample and Sampling Techniques

The population of this study covered all senior secondary school teachers and students in 40 secondary schools in Ilorin-South Local Government Area, Kwara State. The target population were all History teachers and students in the Local Government Area. Purposive sampling technique was used to select 10 senior secondary schools that were offering History as subject out of 40 schools. Moreover, purposive sampling technique was used to select 3 History teachers and 7 History students from each of the 10 selected senior secondary schools to make a total number of 100 participants. This sample was considered because some secondary schools do not offer History subject in Ilorin South Local Government Area, Kwara State.

Instrumentation

The instrument used for data collection was self-developed questionnaire titled, "Teachers' Qualifications and Effective Teaching of History in Senior Secondary Schools Questionnaire" (TQETHSSSQ) was used for the study. The questionnaire is in two sections; section A contains personal information of the teachers and students. While, section B used to elicit information concerning availability of qualified teachers for teaching History,

interest of students in learning History due to teachers' qualifications and interest of students in learning History due to unstable educational policy. The 14 items in section B were arranged in two clusters. The teachers and students responded to the items on four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) which were later harmonized into two; (Agree and Disagree). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$ (Bench Mark). The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below it is disagreed by the participants. The research instrument was presented to two lecturers in the Department of Arts Education, and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin for validation. All the corrections made were corrected before the final copies were drafted. In order to ascertain the reliability of the instrument, test re-test method was used which showed the reliability index of 0.67.

Procedure for Data Collection

The corrected questionnaires were distributed with the help of two research assistants to the participants of sample schools in order to ensure high rate of

Research Question 1: What is the extent of availability of qualified teachers for

returned. The effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. The respondents were assured of anonymity and confidentiality of their responses. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval.

Data Analysis Techniques

The data collected for the study were analyzed using mean and standard deviation to answer the research question one which had corresponding with research hypothesis one. While, One-Way Analysis of Variance (ANOVA) was used to test hypotheses two and three which had corresponding with the research questions one and two at 0.05 alpha level of significance.

RESULTS

To answer the research question one which had corresponding with research hypothesis one, mean and standard deviation was used. While, the research question two and three that had corresponding with hypotheses two and three were tested using One-Way Analysis of Variance (ANOVA). Table 1 showed the analysis results of the research question 1.

teaching History in senior secondary schools in Ilorin South LGA?

Table 1: Availability of Qualified Teachers for Teaching History in Senior Secondary School

S/N	Items	Agree	Disagree	Mean	Standard Deviation
1.	There are qualified History teachers in our school	47 (47%)	53 (53%)	2.43	0.86
2.	Other subject teachers teach History subject	73 (73%)	27 (27%)	1.86	0.98
3.	History subject is taught by any Arts teacher	60 (60%)	40 (40%)	2.61	1.09
4.	Qualified History teachers are not Sufficient in my school	73 (73%)	27 (27%)	1.86	0.96
5.	Some History teachers are not qualified to teach History	60 (60%)	40 (40%)	2.61	0.91
6.	I am not interested in teaching History subject	34 (34%)	66 (66%)	2.06	1.07
7.	Few students taken History in school did not encourage me to teach History	44 (45%)	56 (55%)	2.38	1.02
8.	Lack of History textbooks did not encourage me in teaching the subject	53 (53%)	47 (47%)	2.43	0.87
9.	I am not interested in learning History as a subject	63 (63%)	37 (37%)	2.57	1.13
10.	Some History teachers did not know how to teach the subject effectively	47 (47%)	53 (53%)	2.40	0.86
11.	Students hate History subject because of unqualified History teachers	73 (73%)	27 (27%)	2.06	1.07
12.	Inconsistent government policy towards History discourage me to learning History	77 (77%)	23 (23%)	2.86	0.83
13.	Students are confused on the position of History in the curriculum	55 (55%)	45 (45%)	2.73	0.97
14.	I take History in order to complete require number of my subject	53 (53%)	47 (47%)	2.40	0.86
	Overall Mean	2.37			

Table 1 shows that 47% of the respondents agreed that there are qualified History teachers in their school ($M=2.43$; $SD=0.86$); while 53% disagreed with this. Also, 73% respondents agreed that other subject teachers teach History subject ($M=1.86$; $SD=0.98$); however, 27% disagreed with the statement. Moreover, it was indicated that 60% of the respondents agreed that History subject is taught by any Arts teacher ($M=2.61$; $SD=1.09$); while the remaining 40% disagreed with this. Furthermore, It was noteworthy that 73% of the respondents agreed that qualified History teachers are not sufficient in their school ($M=1.86$; $SD=0.96$); while 27% respondents disagreed with the statement. Also, responses obtained from the sampled respondents 60% showed that some History teachers are not qualified to teach History ($M=2.61$; $SD=0.91$); while 40% of the respondents disagreed with this. 34% of the respondents agreed that they are not interested in teaching History subject ($M=2.06$; $SD=1.07$); while a total number of 66% disagreed with the statement. More so, 44% respondents agreed that few students taken History in school did not encourage me to teach History ($M=2.38$; $SD=1.02$); while 56% disagreed with this. 53% agreed that lack of History textbooks did not encourage them in teaching History ($M=2.43$; $SD=0.87$); while 47% of the respondents disagreed with the statement.

In addition, 63% of the students agreed that they are not interested in learning History as a subject ($M=2.57$; $SD=1.13$);

while 37% disagreed with the statement. Moreover, 47% respondents agreed that some History teachers did not know how to teach the subject effectively ($M=2.40$; $SD=0.86$); while 53% disagreed. Similarly, 73% of the respondents agreed that students hate History subject because of unqualified History teachers ($M=2.06$; $SD=1.07$); while 27% disagreed with the statement. It should be noted that a total number of majority 77% of the respondents agreed that inconsistent government policy towards History discourage them to learning History ($M=2.86$; $SD=0.83$); whereas, 23% respondents disagreed with the statement.

Not only that, 55% of the respondents agreed that they are confused on the position of History in the curriculum ($M=2.73$; $SD=0.97$); while 45% disagreed with this. 53% respondents also agreed that they took History in order to complete require number of their subject ($M=2.40$; $SD=0.86$); while 47% disagreed with the statement. Thus, the cumulative overall means score of 2.37 of the respondents which is less than the benchmark of 2.50 clearly shows and justify the fact that there was inadequate qualified History teachers' to teach History subject in Ilorin South LGA senior secondary school, Kwara State.

Hypotheses Testing

H₀₁: There is no significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to teachers' qualifications.

Table 2: ANOVA on the Interest of Students in Learning History in Senior Secondary Schools in Ilorin South LGA due to Teachers' Qualifications

Sources of Variation	Sum of Squares	Df	Mean Sum of Squares	F-ratio	Critical F-value	Remark
Between Groups	231.248	2	115.624			
Within Groups	9584.345	67	98.808	1.170	0.01	Rejected
Total	9815.593	69				

Table 2 indicates that the calculated F-ratio of 1.170 is greater than the critical F-value of 0.01 at 0.05 alpha level of significance. Thus, the null hypothesis which stated that there is no significant difference in the interest of students in learning History in Ilorin South LGA

senior secondary schools due to teachers' qualifications was rejected. This implies that there was a significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to teachers' qualifications.

Table 3: ANOVA on the Interest of Students in Learning History in Senior Secondary Schools in Ilorin South LGA due to Unstable Educational Policy

Sources of Variation	Sum of Squares	Df	Mean sum of Squares	F-ratio	Critical F-value	Remark
Between Groups	272.645	2	136.323			
Within Groups	9856.465	67	101.613	1.342	0.03	Rejected
Total	10,129.11	69				

Table 3 shows that the calculated F-ratio of 1.342 is greater than the critical F-value of 0.03 at 0.05 alpha level of significance. Thus, the null hypothesis which stated that there is no significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to unstable educational policy was rejected. This indicates that there was a significant difference in the interest of students in

learning History in Ilorin South LGA senior secondary schools due to unstable educational policy.

DISCUSSION

The results of the findings revealed that the cumulative overall means score of 2.37 of the respondents which is less than the benchmark of 2.50 clearly shows and justify the fact that there was inadequate qualified History teachers for teaching

History subject in Ilorin South LGA senior secondary schools. This implies that qualified History teachers are not sufficient to teach History in Ilorin South LGA senior secondary schools. This finding supports the findings of Akinsola (2010) that availability of qualified teachers determined the performance of students in schools and so, lack of qualified teachers is a contributing factor to the low standard of education in Nigeria. The success or failure of any educational programme rests majorly on the adequate availability of qualified, competent and dedicated teachers.

The finding also revealed that there was a significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to teachers' qualifications. This indicates that some *History teachers are not qualified to teach History subject* in Ilorin South Local Government Area senior secondary schools *and this made some students lost interest in learning History and some took History just to complete the require number of their subjects.*

Moreover, the outcome of the results showed that there was a significant difference in the interest of students in learning History in Ilorin South LGA senior secondary schools due to unstable educational policy. This shows that most of the students did not developed interest in learning History because of inconsistent government policy towards the position of History subject in the curriculum. This agrees with the findings of Ajayi (2015) that unqualified History

teachers and inconsistent government policy towards the History subject in the curriculum had made teachers' and students lost interest in teaching and learning of History in Nigeria secondary schools.

CONCLUSION

Based on the findings of this study, it was concluded that majority of teachers that were teaching History subject in Ilorin South LGA senior secondary schools were not qualified History teachers who were qualified to teach the subject. This is because they were not History Education experts. Only few of them specialized in History Education. Moreover, most of the students had lost interest in learning History as a result of teachers' qualifications and inconsistent government policy towards the position of History subject in the secondary school curriculum.

RECOMMENDATIONS

The following recommendations are submitted:

1. Government should try to employ more qualified History teachers in secondary schools so that they can be sufficient to teach History subject and encourage more students to develop interest in learning History.
2. Government should make History a compulsory subject in secondary schools so that the students can learn History of

their environment and past heroes of the country. Considering the fact that History familiarize people with past customs, traditions, norms and values of the ancient period in order not for all this values to go into extinct.

3. History teachers should endeavor to improve on their teaching methods and put in extra effort in teaching History with adequate teaching aids in order to encourage more students to develop interest in learning the subject and sit for it in both internal and external examinations.
4. History text books and teaching resources should be made available in schools by the government to enhance teaching and learning of History subject.

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