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The Influence of Teacher Professionalism on the Academic Performance in Economics among, Secondary School Students in Gombe LGA of Gombe State, Nigeria

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Abstract

The Main Purposed of this Study or research is intended to find out the influence of Teacher Professionalism on Academic Performance in Economics Subject, among Secondary School Students in Gombe Local Government Area of Gombe State. Literature were reviewed based on the objective of the Study and emphasis will be more on personality Characteristics influence on Students Performance, impact of Teachers in Teaching and learning Economics, categories of teachers' qualification and institute of training as well as aspect of vocational and Economics education. The Research design is survey and the instrument that are used in data collection is semi-structured questionnaire as well as students' performance in form of Examination result. The target population were all Economics teachers in six (6) Secondary School in Gombe Local Government Area. The sample size were 3 randomly selected secondary Schools with total number of 16Economics Teachers. Data are presented and analyse; all analysis will be presented In Tabular forms. The Instrument for data analysis constitutes, mean, percentage, Standard deviation, percentage and T-test. The result will reveal at the end that the experience of trained and professional teacher reflect more on students' performance than un trained teacher. It is recommended that government should organize compulsory in- service Training for untrained Teachers.

Keywords: Teacher professionalism, academic performance, Economics education, trained vs. untrained teachers, secondary school students.

Introduction

The Teaching Profession has been facing criticism or controversial Statement as to whether it is a profession or not, one such criticism is that some people can teach very effectively without obtaining necessary professional training and qualifications.

There is even the claim that most of those who trained the teachers are not trained teachers themselves. Zumuk (2003).

There are also those untrained teachers who are less or non-effective and non-stimulating at the same time there are some untrained who are intelligent and could effectively transfer their know ledge to others, while some trained ones cannot. Some other teachers can apply the knowledge very adequately at any time, however to be a good and effective teacher, one has to obtain and acquire the necessary training in accordance with the teaching ethnics. The essential qualities of professional Economics teacher include:- Tolerance patience with students, citing good example of other countries economic conditions and must have a sense of good judgement in making comparism, a teacher who does not possessed these qualities can hardly generate or achieve good performance from his students. Okene (1989).

However, all educational issues whether related to goals, learning achievement, organization of programme of performance of the educational system involved an analysis of the role of teacher, their behaviours, performance, intensive skill and how they are used by educational system.

This research work will look in to the performance of the learner on how to be handle by professional economist teacher to determine whether his experience and skills reflected on students' performance. The research work also intended to investigate the criticism that, some teachers can teach very effectively without obtaining necessary professional training, sometimes they are referred or being called as born to teach. Abdullahi (1989)

Definition of some terms that will be frequently use during study:

- Trained Teacher: Professional teacher with teaching qualification.
- Untrained Teacher: Teacher without teaching qualification.
- Economics: Social science which studies human behaviours as a relation between ends and scarce means which have alternatives uses.
- Experience: knowledge already acquired or to be acquired.
- Academic Performance: The learning achievement of the students based on test and examination.

Problem Statement/ Justification

The general Performance of the students depends on several Factors including the teachers, teaching methodology and knowledge of subject matter content. Zumuk (2003). However, the blame is neither on the teacher nor on the knowledge of the subject matter but on

teaching methodology which included, teaching techniques, professional and competencies that are possessed and used by professionally trained teachers in the process of teaching. Others who already engaged in teaching but not professional qualified (untrained) are expected to lack such methodology but they may likely to have the knowledge of the subject matter content. The professional trained Economist teacher guarantee the acquisition of necessary knowledge and skills such that trained teacher should be able to handle and educate the learners.

Objective(S) of the Study

This Study set out to examine the professional economic teachers and their impact on students performance with the following specific objectives:

- To determine the experiences and skills possessed by trained economic teachers on student performance
- To determine the socio-economic characteristic of economic teacher
- To identify the limitation of employing untrained economic teacher in teaching economic as a subject.
- To determine the extent to which trained economic teachers differ from untrained Teachers in terms of competencies on students performances.
- To recommends solution or remedy to curriculum planners, School administration on how to improves professionalism especially for untrained teachers in teaching and learning economics as a subject

Research Questions:

To achieve the above stated objectives of the study, the following research question were formulated: -

- Do the experiences and skills possess by trained economics teacher reflect on students' performance?
- What are the socio-economic characteristics of economic teacher?
- What are the problems encountered by untrained teachers in the teaching economic subject?
- To what extent does the trained teacher differ from untrained teacher in teaching economics subject as a social science?

Literature Review

The Section 9 of the Nigeria National policy on Education revised (2004) recognized the importance of teachers education as the bases of all other types of education which it expressed that "no education can rise above the quality of its teacher" This Statement guarantee improvement of teachers education as the basis for highly qualitative education, of course teachers are the very foundation provided by development of

highly qualified and trained teacher is desirable for any educational system that can successfully nurture socio-economic and technological development of a nation. Zumuk (2003).

The process of evaluating students performance with the hosting of national conference on the philosophy of teacher education in Nigreia at the University of Jos in November, 1981. At that Conference the participants gave a critical consideration to the concepts of education and teaching as they relate to the Nigerian learners.

It was the effort of a person called the Teacher, impacting or trying to impact knowledge, information, skills values attitude or whatever, to another person or group of persons assumed to be relatively inexperienced and un skilled, in a manner that is normally acceptable and pedagogically efficient. National commission for collage of Education NCCE (1992) in effect education is expected to change a person behaviour as a result of his interaction with the teacher or with environment created by the teacher the National Policy on education provide that: -

- All teachers in our educational institution from pre-primary to university will be professionally trained (this is reference point for professionalization of teaching in Nigeria).
- The N.C.E will be ultimately become minimum basic qualification for entry into teaching profession (this serve us the quality central for teacher recruitment).

Methodology of Collection and Data Analysis

The researcher in this investigation decided to use research design as method involved in the collection of data for the research and the study sample, sampling techniques, instrumentation statistical method that will be use in analysing the data.

Research Design:

The method for the research design is survey study which study small group of people by selecting representative sample of the entire population. Shuaibu (1987). The researcher will make use of relevant information (data) for the study under investigation; the information will come from the questionnaire for the teachers as well as students result (performance) the research is designed according to the study at hand, which is "impact of professional economic teacher on students' academic performance.

Area of Study:

The study area is Gombe metropolitan area of Gombe State. The Local Government is Located in the middle of Gombe State, Bounded by three local Governments, out of eleven Local Government, Yamaltu/Deba to the east, Akko to the west, Kwami to the

North. It is situated on longitude 11-13-10-28 and latitude 1200E of the equator. The area has the total number of 20 secondary Schools out of which 10 are both community and private Schools while 10 are Government Schools

Scope of the study:
This study is limited to investigate professional economic teachers and their impact on students performance in some secondary school in Gombe Local Government Area of Gombe State.

Population of the Study
The target population that the researcher is interested in study is the secondary School Economic teacher in Gombe Local Government Area of Gombe State with total number of approximately not less than (27) teachers from (6) Secondary Schools as stated below;

Name of School	No. of Economic Teachers	School Type
Govt. Comprehensive Day Secondary School, Gombe	7	Senior
Govt. Pilot Junior Secondary School, Gombe	4	Junior
Gombe Junior and High School, Gombe	5	Private
Govt. Science Secondary School, Gombe	4	Senior
Bolari Community Sec. School, Gombe	4	Senior
Govt. Vocational Sec. School, Gombe	3	Senior

The researcher intends to obtain all information from sample of this population and draw conclusion.

Sampling techniques:
Possibly, out of six secondary School in Gombe Local Government Area three (3) Schools will be selected for the study. Stratified random sampling which is the sample Techniques that required grouping of population into number of stratum than simple random selection within the stratum. This is because there are different types of secondary school in the local government area, some are classified as Community/ Private/ Secondary School some are government Owned schools, other are senior and Junior secondary Schools, for each of these school to be represented by stratified random sampling techniques, which is believed to be unbiased sampling techniques. Abubakar (2000). The sample obtained through this method is the representatives of the entire population below are the schools under investigation.

- Gombe Junior and High School, Gombe
- Govt. Comprehensive Day Secondary School, Gombe
- Govt. Science Secondary School, Gombe

The Sample for the study was all Economic teachers from selected schools which lead to the total number.

Instruments for Data Collection:
The instrument that the researcher may use for the data collection is semi-structured questionnaires where some part of it is open that allowed the respondent to write or state on his own without given on option and other part of the questioners is close, the respondent will be restricted to certain options. The semi structured questionnaire is considered sufficient to obtain all necessary information about the topic under investigation. e.g. (SA) strongly Agreed (A) Agreed, (U) Undecided, (D) Disagreed (SD) Strongly Disagreed etc

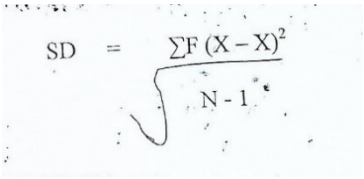
Questionnaire:
The Questionnaire were constructed for teacher of economics in such a way that information will be gained from the teachers about their educational qualification, maximum level of education attainment, Years of working experience and skills on students' performance, socio- economic characteristics, problem associated with untrained teacher and competences of the teacher in dealing with students.

Procedure for collection of Data:
The teachers questioners were distributed to the economic teachers of the selected school by the researchers. The Teacher may be given some time (2 weeks) to fill the questionnaire before they will be later, collected back, so also with the students' performance which will be directly collected by the researcher from the respondent.

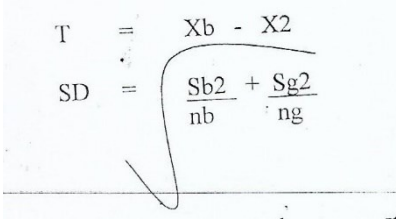
Method of data Analysis:
On the completion of the questioners the responses is critically look in to and rating the question X1- 24 then convert the responses into numerical value. The expected result will be converted to percentage than analysed using descriptive statistical techniques. In case of students performance T-test of significance is use to analyse the result (performance).
(performance) obtained directly from, their teachers all questions from X9 —
X24 in the analysis means the following:
X9 = Application of relevant skills and experience of a teacher
X0 = Students responses to previous knowledge

X11 = Motivational effort of the teacher
X12 = Teacher nature of instruction
X13 = Feather's condition of service
X14 = Availability of teaching job
X15 = Improvisation with personal money (material)
x16 = Teacher's responsibility for live of others
X.17 = Difficulties of untrained in assessing performance
X18 = Classroom management of untrained teacher
X19 = Evaluation of students by untrained teacher
X20 = Selection of teaching method and techniques of untrained Teacher
X21 = Determining of achieving objective of the study
X22 = Assessment based on cognitive experience
X23 = used.
X24 = Organization of field trip and excursion by the teacher statistical tools Teacher attending students' behavior.

- Mean – This is arithmetic average of scores, it is obtained by dividing the sum of the scores by total number of scores.
- Standard Deviation: - It is most variable estimate of invariability and is employed in numerous order of statistical calculations. It gives some sort of average of all deviation from the mean computed as follows:



i. T – Test: - The procedure involved in carrying out t – test and essentially the same for z – test to be able to find critical t-value, we must determine what is called degree of freedom in addition to such other consideration as the level of significant whether the test will be one tailed or two tailed formula.



Where X1, S1 n, denote the mean, standard deviation and the number of cases associated with group one respectively, and X22, S2, n2 are corresponding values for group two.

ii. Frequency Distribution: - Is the table which shows the number of times each score. To construct a frequency, if involve the following Arrange the score from the highest (top) to lowest (bottom) in the next columns make – total or stroke against each score for each time that scores occurs.

iii. Standard error: is calculated using the formula:

$$SDx = \sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{n_2}}$$

Data Presentation and Data Analysis:

All data collected will be presented in tabular form and will be analyse using description statistic, correlation and T-test. The data collated will be organised in the following formula:

- Presentation and analysis
- Findings of the study
- Discussion of the findings

Analysis and Interpretation of Data

TABLES

Table 1: Frequency Distribution of Economics Teachers Level of Educational Attainment

Level of Education	Frequency	Percentage
Diploma	1	6.25
NCE	7	43.75
HND	1	6.25
B.Sc/B.Tech	4	25
P.G.D.E	3	18.75
Total	16	100

Table 1 revealed that the frequency that the response from seven (7) NCE teachers has the highest percentage of about 43.75% and those with Diploma and HND has the minimum of 6.25% each from the total respondent. This is because the second for the study were located close to the Federal College of Education.

Table 2: Frequency Distribution Table for Years of Working Experience

Years	Frequency	Percentage
2-4	4	25
5-7	3	18.75
8-10	3	18.75
11-13	2	12.5
15-above	4	25

Total	16	100

Table 2 indicated that out of 16 responded 4 teachers which constituted 25% of the total responded have 14 and above years of working experience and only 2 teachers, which constituted 12.5% of responded are between 11-13 years in teaching.

Table 3: Frequency Distribution of the Age of the Respondent in the Study

Years	**Frequency**	**Percentage**
25-34	3	18.75
35-44	710	62.5
45-54	13	18.75
Total	16	100

Table 3 indicated that out of 16 respondent 10 teachers which constitute62.5% fall between 35-44 years while 3 teachers which constituted about 18.8 fall between 25-34 years.

QUESTION 1

Do the experience and skills posses by trained Economics teacher reflect on student's performance?

Data obtained from the study with regard to this question were analysed using statistics as presented in table 4 below.

Table 4: Experiences, skills of teachers student's performance

Experience on Student's Performance	**Sample Statistics**	**Mean Statistics**	**Standard Error**
X9	16	2.500	0.2739
X10	16	3.000	0.30228
X11	16	1.3750	0.1250
X12	16	3.2500	0.2814
Total	16		

Result from this table clearly showed that the mean score of teacher on x12 (3.25000) revealed that the teachers has no students poor performance in Economics is not as a result of the teacher nature of instruction and at 11x the mean score of 1.3750 teachers agreed that students positive attitude towards hard work and good performance is a result of motivational efforts of the teacher.

QUESTION 2

What are the Socio-economic characteristics associated with professional economic teacher that influence student performance?

Data obtained from the teachers with regard to this question and objectives too is analysed and presented in the table 5 below.

Table 5: Socio-Economic Characteristics of Teachers

Characteristics of a Teachers	Sample Statistics	Mean Statistics	Standard Error
X13	16	1.9375	0.3223
X14	16	3.5825	0.3412
X15	16	2.4376	0.3032
X16	16	3.8126	0.2453

Result from table 5 revealed that responses on X16 has a highest mean of 3.8126 which means that teachers took teaching as a job because there is no better job available at that time and X13 has lowest mean score of 1.9375 which indicate that teachers agreed that teachers condition of service reflect their teaching profession.

QUESTION 3

What are the problems associated with employing untrained teachers in the teaching profession?

Data obtained that were related to this question were analysed and presented in the table 6 below.

Table 6: Limitation of Untrained Teachers

Problem Associated with Untrained Teachers	Sample Statistics	Mean Statistics	Standard Error
X17	16	2.5000	0.2887
X18	16	3.0000	0.2887
X19	16	3.0825	0.2954
X20	16	2.1876	2.455

Table 6 shows that many teachers at x19 has no choice that will lesson are not treated within the stipulated time and students feedback inform of assignment, class work, test or exams are not given within the time limit. This is because untrained teacher do not consider it as important in proving students performance and only few of them at 2.1876 mean statistics ensure selection of teaching method, teaching techniques and use of resourceful teachers in the teaching Economics as social science.

QUESTION 4

To what does the professional teachers differ from untrained teacher in teaching and learning Economics?

Data obtained that were related to this question were analysed and presented in the table below.

Table 7: Difference between Trained and Untrained Teacher

Competence on Students	Sample Statistics	Mean Statistics	Standard Error
X21	16	1.9375	0.2322
X22	16	2.9375	0.3472
X23	16	2.1250	0.2720
X24	16	3.7500	2.3708

Result from this table revealed that at X14 that is 3.4500 mean statistics, indicated most of the teachers agreed that field trip and excursion are not regularly organized for the students. This is because of lack of professional training and at 1.9876 mean statistics shows that professional teachers determined what to achieve in a given lesson and develop a means of knowing how much they achieve.

HYPOTHESIS

There is no significance difference in student performance between trained and untrained Economics teachers.

Table 8: T-test table showing the difference in Students' Performance between Trained and Untrained Teachers

Class	Men	Standard Deviation	Standard Error Mean	T	Remark
Pair 1Jsu-1Jst-1	-1.2707	21.2022	2.8587	-445	NS
Pair 2Jsu-2Jst-2	-12.3231	26.7454	3.3174	-3.716	* * *
Pair 3Jsu-3Jst-3	-11.5208	25.1008	3.6230	-3.180	* *

NS = Not Significance
*** = Significance at 0.005
** = Significance at 0.05

Table 10 above revealed that is significant differences in students performance in SS II and III between trained and untrained teachers at 0.005% and 0.05% level of significance. While there is no significance difference in student performance in SS I between trained and Untrained Economic teachers respectively. This is due to the number of years of working experience of untrained teachers at JSS I. In this regard hypothesis one is rejected in JSS I and accepted in JSS II and III because of the ability

of trained teachers to select among various method of teaching which shows a great variation between trained and untrained teachers.

RESULT

- The result shows that the experience passed by trained teacher reflect more on students performance than untrained teachers (Table 10 revealed that).
- The socio-economic characteristics of a teacher have great influence on the performance of students as in table 5.
- Untrained teachers encounter difficulties in teaching process and evaluation of students performance, table 6 revealed that.
- Year of working experience of teachers influence the performance of students (Table 2).
- There is significance difference in students performance between trained and untrained Economic teachers, table 10 revealed that.

Interpretation of Result

- The student of professional (trained) teacher is encouraging because relevant skills and experiences are apply in the class room and students feedback is positive. Similar report made by Enoch (2000) that teaching qualification has positive impacts on students' performances.
- Poor socio-economic back ground of the teacher makes it impossible to use instructional materials that are not available in the school. It is expected that teacher improvise some teaching materials that facilitate learning using his personal money when they are fond to be unavailable in the school but socio-economic status make it impossible for many teachers. Zumuk (2003) revealed that teachers condition of service be improved to make teaching materials adequate and available.
- Teachers without teaching qualification find it difficult to manage teaching time and they don't normally use different tools of evaluating student's performance such as assignment, class work, etc.
- Teachers with above 15years of working experience in teaching profession can teach very effective even without professional training. Related finding was made by Abdullahi (2000) which stated that 5 years' experience in teaching improved the competences and skill of non-professional teacher.
- Background of training and experience of trained teachers shows variation in student performance when compared with untrained teachers which is found to be low.

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

Teachers and its impact on students' performance in some public secondary schools in Gombe Local Government Area. The subject involve in the study were 16 teachers randomly sampled from selected schools, out of 16 teachers 6 are untrained while the remaining 10 are professional teacher. Questionnaires were used to collect data from the respondents and students performance in terms of test and examination result were also collected for analysis.

Literature were reviewed based on the objective of the study and emphasis on categories of teachers qualification and institute of training, personality characteristics effect of students' performance, impact of teachers in teaching and learning Economics.

Data were presented and analysed, all presented in tabular forms, and research questions and hypothesis were formulated to guide the analysis. The result revealed that the competences, skills and experience of a teacher are based on background of training and years of working experience which are found to a large extend influence students' performance. Table and 2 revealed that.

The table shows that the experience of a trained or professional teachers reflect more on students performance than untrained, and socio-economic status of a teacher influence teaching process in terms of improvisation of teaching materials. Some of the factors that affect students performance included years of working experience of the teacher and background of trained. Untrained teachers encounter difficulties especially in evaluating their students.

CONCLUSION

Based on the findings in chapter 4 the following conclusions were made:

- Teachers condition of service is not encouraging.
- Most of the teachers took teaching job because there is no better job available.
- Lessons are not treated with stipulated time by untrained teachers.
- Trained teachers ensure proper selection of teaching method, techniques such as reinforcement, explanatory skills, induction and make use of resourceful teachers.
- The assessment of students by the teachers are based on cognitive experience.
- Field trip and excursion are not regularly organized for the students by both trained and untrained teachers.
- Most teachers attends to students behaviour problems even outside classroom.

RECOMMENDATION

Based on the findings, conclusion and observation the following recommendation were made:

- Government should organized a compulsory in-service training for untrained teachers so that so that they should go to high institution to obtained the minimum teaching qualification.
- Teachers welfare and condition of service should be improved so that they will regularly involve in teaching activities, research, attend seminars, workshop and improve teachers efficiency.
- Field trip excursion should be regularly organized in teaching Economics students.
- Teachings must ensure subsequent and adequate use of instructional materials for all categories of his students.
- Regular evaluation of students cognitive and psychomotor experience and released the result to them in good time and other feedback to the appropriate authority.
- Inspection and supervision of all teachers is necessary for adequate performances of teachers.

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Appendix

TEACHERS QUESTIONNAIRE

SECTION A: PERSONAL DATA OF TEACHER

1. NAME OF SCHOOL:----------

2. SCHOOL TYPE: PRIVATE ( ); PUBLIC ( ); COMMUNITY ( )

- AGE: 5 - 10 ( )
  11 – 20 ( )
  21 – 30 ( )
  31 – 40 ( )
  41 – 50 ( )
  51 – Above ( )

- Maximum level of educational attainment: ----------
- Other additional qualification attained:----------
- State your certificate Name: ----------
- State your general area of specialization:----------
- Year of working experience:----------

SECTION B:

PART 1: ASSESSING THE EXPERIENCE OF ECONOMICS TEACHER ON STUDENTS PERFORMANCE

	SA	A	UD	D	SD
▪ Do you agree that all relevant skills ad experience of a teacher are apply in the class and students feedback id positive					
▪ Do you agree that students response to all previous knowledge and experience is not encouraging					
▪ The students' positive attitude towards hard work and good performance result of the motivational effort of the teacher					
▪ Do you agree that the students failure in Economics subject is not as a result of the teacher nature of instruction					

PART 2: ASSESSING OF ECONOMICS CHARACTERISTICS OF A PROFESSIONAL TEACHER

	SA	A	UD	D	SD
▪ Do you agree that the teachers condition of service reflect their role in teaching profession					
▪ Do you agree that teachers took teaching job because, there are no better job available as at that time.					
▪ If the provisions of instructional materials are not available by the government, teacher do not make use of his personal money to improvise					
▪ Do you agree that teachers' responsibility for live of others is not minimal because of poor welfare in the profession.					

PART 3: ASSESSING OF PROBLEMS ASSOCIATED WITH UNTRAINED TEACHERS IN TEACHING JOB

	SA	A	UD	D	SD
▪ Do you encounter difficulties in assessing and evaluating your students' performance					
▪ The classroom management is effective and students listen attentively participating fully while teaching.					
▪ All lesson are not treated within the stipulated time and students' feedback inform of assignment, class work, test or exams are not given within the time limit.					
▪ The teacher ensure proper selection of teaching method, technique such as reinforcement, explanatory skill, set induction and make use resourceful teacher.					

PART 4: ASSESSING THE COMPETENCES OF THE TEACHER TEACHER

	SA	A	UD	D	SD
▪ The teacher determines what he wants to achieve in a given lesson and develop a means of knowing how much he has achieved.					
▪ The teacher does not assess his students based on their cognitive experience.					

- The teacher attends his student behaviour, attitude, feeling and interest even outside classroom.
- Field trip and excursion are not regularly organized for the students.