

ISSN 1597-8540

VOLUME 12 NUMBER 2, MARCH, 2015



JOURNAL OF APPLIED EDUCATION

AND

VOCATIONAL RESEARCH (JAEVR)

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TEACHERS' GENDER, TEACHING EXPERIENCE AND QUALIFICATION AS CORRELATES OF ACHIEVEMENT OF INSTRUCTIONAL OBJECTIVES

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Background To The Problem

Teaching is a systematic rational and organized process of transmitting knowledge, attitudes and skills in accordance with professional principles (TRCN Teachers Code of Conduct, 2004). On their part, Van Dahlen and Brittell (1950) defined teaching as the guidance of the pupils through planned activities so that they (pupils) may acquire the richest learning possible from their teacher's experience. It can be deduced from the above that teaching is a guidance oriented activity which must be handled by a qualified and experienced person, especially in the planned activities being presented to the learners.

The teacher holds the key to nation-building because he transmits national goals and philosophies into realities as he impacts appropriate knowledge, attitudes and skills that are necessary for national development in the citizens. Hence, Binta Ibrahim Musa (a former minister of state for Education) states that: 'Since the teacher is the pivot of the education system, it implies that the teacher is a critical determinant of the success or failure of national goals (TRCN Handbook, 2002)'. This the teacher does through a series of consciously planned delivery of instruction to the learners in the classroom.

Furthermore, a teacher is one who has been professionally trained to bring about changes in the behaviour of learners, especially in line with the content being taught. This is in line with the saying that learning takes place when there are desired changes in the behaviour of the learners. Falayajo (2004) noted that a teacher must be a fully qualified graduate in his/her teaching subject. A fully qualified and practicing teacher is expected to plan his/her lessons and get it approved before going to the class to deliver it.

A lesson plan, according to Oparaku (2009) is a detailed activity of what teacher intends to do with the learners within a specified period of time in the classroom. It must basically contain an objective, content and evaluation. Objective is based on the content and evaluated through the content. According to Akanno (2012), an effective teacher is a competent and efficient professional who always strives to attain all stipulated objectives within a given classroom situation. Thus, instructional objective occupy a central place in the classroom instructional processes. Instructional objectives are what the teacher intends to achieve with the students at the end of each class. They are stated in such a way that they should be reflected in the behaviour of the learners after being exposed to the content. Hence, it is often called performance objectives or behavioural objectives. O'Bannon (2002) notes that instructional objectives are specific, outcome based, measurable and that they describe the learners' behaviours after instruction. Specific means that it should precisely describe what the learners would do after instruction i.e. the outcome of the instruction. Such outcomes should be measurable i.e. they should be seen or heard and reflected in the behaviour of the learners. To this extent, some studies have focused on the effects of teachers' gender and their qualification on students' academic achievement.

Elia and Philip (2007) reports that male students performed slightly better in college introductory courses with male instructors than they did with female instructors, while instructor gender did not matter in the performance of female students in Toronto, Canada. Thomas (2006) contends that having a female teacher instead of a male teacher raised the achievement of girls and lowered that of boys in Science, Social

Studies and English Language in the Philippines, while boys do better with male teachers.

Linda (2012) notes that one year with a male English teacher would eliminate nearly a third of the gender gap in reading performance among 13 year olds and improve the performance of boys while a female teacher would close the gender gap in science achievement and eliminate achievement gaps in Mathematics. She concluded that differences in academic development arise from the fact that male and female teachers have a tendency to treat boys and girls differently in the classroom. Amita and Vyjayanthi (2008) reports that being in a female teacher's classroom is advantageous for language learning while teacher's gender has no effect on mathematics learning. Their finding supports a UNESCO 2006 report which argues in favour of hiring more female teachers in developing countries, noting that their presence will lead to improvement in both girls enrolment and girl's learning outcomes. It has equally been proved that learners achieve better when taught by teachers with higher qualification than when taught by teachers with lower qualifications (Oladokun, 2010). Buddin and Gema (2009) examined teacher qualification and pupils' achievement in Los Angeles in a longitudinal study and found no significant relationship between teacher qualification and pupils' achievement but reported a linkage between teaching experience and pupils' academic success. While Opara (2007) reported a significant relationship between teacher qualification and achievement in technical subject in public examinations in Northern Nigeria.

On the other hand, Dunhui (2008) studied the effect of teachers' level of education and experience on students' achievement in school, and reported that students did better with teachers with higher degrees than those taught by teachers with lower degrees. He also found no significant interaction effect between possession of higher degree and teaching experience on students' academic achievement. Charles, Helen and Jacob report a positive relationship between teaching experience and students' learning achievement in North Carolina.

Statement of the Problem

Every teacher is expected to prepare adequately before going to the class to teach. The preparations include setting objectives to be achieved with the lesson and/or at the end of the lesson. However, it has been observed that lesson planning is always a major issue between school teachers. The problem involves teachers' inability to state measurable and achievable instructional objectives which usually results in poor delivery of quality education to learners and their parents. Unfortunately, most teachers do not know when they have achieved critical mass in their lesson delivery, while those who achieve critical mass in a lesson fail to sustain the tempo in subsequent lessons. Hence, there are fluctuations in students' academic achievements due to teachers' inconsistency in stating and determining when lesson objectives are achieved, and inability of teachers to sustain the achievement of lessons objectives within the term and session.

This study therefore seeks to investigate teachers' gender, teaching experience and qualification as correlates of achievement of instructional objectives in English Language and History in senior secondary schools in Nigeria.

Research Hypothesis

- 1) Does the obtained regression equation resulting from a set of three predictor variables (Gender, Teaching Qualification and Teaching Experience) reliably predict teachers' achievement of instructional objectives?
- 2) Which of the predictors are most influential in predicting instructional objectives?
- 3) Which of the predictors does not contribute to the prediction?

Research Design

This study is a non-experimental survey as the researchers did not manipulate the independent variables.

Population

The population for this study comprises of all the primary and secondary school teachers in Eti-Osa Local Government Area of Lagos State, Nigeria.

Sample

The researchers visited nineteen selected government and privately owned secondary schools in Eti-Osa Local Government Area of Lagos State based on their accessibility, proximity and availability of teachers to respond to the instrument. At the end, a total of sixty out of seventy-eight teachers on whom the instrument was administered responded to it correctly.

Research Instrument

The researchers developed a questionnaire to elicit information from the teachers on the extent to which they state and achieve their instructional objectives. The questionnaire has two sections. Section A has elicited information on the independent variables under study while section B contained twelve items on teachers' achievement of instructional objectives.

Method of Data Collection

Data for this study was collected through the help of two research assistants who were trained and given instructions on how to administer the instrument. They administered the instrument directly on the respondents and collected it back immediately.

Method of Data Analysis

The three research questions for this study were analysed with correlation and multiple regression statistics.

Results of The Study

Research Question One

Table 1: Inter Correction Matrix.

| | Gender | Qualification | Experience | Inst. Objectives |
|------------------|--------|---------------|------------|------------------|
| Gender | 1.000 | | | |
| Qualification | -.087 | 1.000 | | |
| Experience | -.009 | .130 | 1.000 | |
| Inst. Objectives | .072 | .001 | -.019 | 1.000 |
| Mean | 1.52 | 2.131 | 2.30 | 30.7288 |
| S.D | .538 | 1.245 | 1.109 | 4.94393 |

Table one shows that a negative relationship exists between gender/qualification and gender/experience while there is a positive relationship between experience and qualification. This shows that the multiple correlation between predictors (experience and qualification) and the criterion (instructional objectives) is moderate and positive ($R=0.06$) and Adjusted R^2 is 0.051. This means that .51% of the variance observed in the criterion is accounted for by all the predictors. Although the observed variance is not statistically significant.

Table 2: Co-efficients

| Model | Unstandardized Co-efficients | | Standardised Co-efficients | t | Sig |
|---------------|------------------------------|----------------|----------------------------|--------|------|
| | B | Standard Error | Beta | | |
| 1(Constant) | 29.855 | 2.849 | | 10.480 | .000 |
| Gender | .677 | 1.287 | .073 | .527 | .601 |
| Qualification | .046 | .561 | .011 | .083 | .934 |
| Experience | -.097 | .611 | -.011 | -.159 | .874 |

Research Question Two: Table two shows that Gender ($B=.073$, $t=.527$, $P<005$) and Experience ($B=-.022$, $t= -.159$, $P<005$) are most influential in predicting teachers' achievement of instructional objectives.

Research Question Three: The result shown in table two also indicate that Qualification is not influential in predicting teachers' achievement of instructional objectives.

Discussion of Findings

The findings of this study corroborates those of earlier studies by Thomas (2006) and Elia and Philip (2007) which reported that male students did better with male teachers while female students did better with female teachers. It also agrees with Linda (2012) who reports that having a male English teacher eliminated gender gaps in achievement among 13 year olds in the US by improving the performance of boys and reducing that of girls; whereas a female teacher closed gender gaps in science achievement and completely eliminated smaller achievement gaps in mathematics among 13 year olds within one year. However, the result contradicts Driessen (2007) who reported that teachers' gender has no effect on students' academic achievements in the Netherlands.

On teaching experience, the result contradicts the findings of Amita and Vyjayanthi (2008) that compared male and female teachers' experience for a period of ten years in India. They reported that students did better in language with female teachers with less than ten years' experience than they did with male teachers with less than ten years' experience; while students did better with male teachers with more than ten years' experience than they did with female teachers with similar experience.

Recommendations

Based on the findings of the study, it is recommended school owners should endeavour to employ both male and female teachers and provide them with experiences that enables to state measurable and achievable instructional objectives.

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