

**CHARACTERISTICS OF ENGLISH TEACHERS AS MOTIVATIVE FACTOR ON
READING PERFORMANCE AMONG PRIVATE AND PUBLIC SECONDARY
SCHOOLS IN KANO METROPOLISE**

Alhassan Abubakar Musa,

Department of Arts Education, Kogi State University-Anyigba

Ibrahim Yahaya,

Department of English,, Kogi State College of Education-Ankpa,

Edith Lotachukwu Ochege,

Department of General Studies, Federal College of Education – Kano

Catherin O. Unwaha,

Department Of English, Kogi State College of Education-Ankpa,

ABSTRACT: *This study examined the relationship among English Teachers' academic qualification. Professional qualification, their content knowledge and work value. English Teachers' attendance and job satisfaction on academic performance of secondary school students in private and public secondary schools in Kano metropolis. The study adopted a descriptive research design of correlation type. The secondary school English Teachers in private and public secondary schools in Kano metropolis were selected using multi-stage sampling technique and 342 teachers were selected at random using balloting for the study. Out of 2456 teachers teaching in the Kano metropolis. Questionnaire termed English Teachers' Characteristics on Reading Performance Questionnaire (ETCRPQ). Two research questions and hypotheses were answered in the study. Based on the results of this study, the following findings were arrived at; English Teachers' variables in general influence student's reading performance in a number of ways in private and public schools. Based on the findings of study the following recommendations are proposed to relevant educational authorities and other stakeholders in education: English Teachers variables should be considered in the recruitment of staff in the senior secondary schools. The ministry of Education should organize regular professional development programmes for English Teachers.*

KEYWORDS: *Academic performance, students reading performance, characteristics, secondary school students.*

INTRODUCTION

The human society naturally depends on the efforts of teachers to attain quality education which encompasses the development of the child's character and intellectual competence. Thus, at every level people who go to school look on to teachers for the necessary skills to enable them become what they want to be. Also, students often look on the personal qualities, their educational qualities

and professional competence which are rewarding to the learners. This implies that the teachers stand out of the most important factors determining the quality of education and its contributions to national development (Nakpodia&Urien. 2011) the characteristics of teachers appear crucial for the success of teaching and learning interaction. They play important roles in the production of quality students who will become great leaders and manpower for the country needs, thus responsible for the country's economic and social development. It is in this connection that Asuku (2007) put that "the quality of the work force of an institution is generally determined by graduate certificates as epitomized by output of achievements". This simply suggests that the quality of products of any society is reflective of the quality of the producing institutions. After all, one gives out what one has. He who has nothing practically gives out nothing. In the teaching profession therefore, we can safely infer that high quality students, no doubt, might pass through quality supporting instructional materials.

Teachers are part of process which are facilitated when the environment is deliberately manipulated to provide the learners with the experience aimed at accomplishing some defined objectives. It is not just a matter of teachers talking and students listening, effective activities involve interactive communication patterns between the teachers and students that are skillfully directed to ensure effective achievement of stated objectives. The teacher and the learners are the human elements involved in the transaction and being characteristically unpredictable, there is need for a kind of harmony among these human attributes in order to make productive outcomes along the lines of objectives defined.

Shuaibu, (2015), put that over time. Teachers, Educators and Researchers have deliberated on variables that influence academic performance of students in their studies at all levels of education. He affirmed that the growing body of evidence for and against educational outputs suggests that schools can make a great difference in terms of students reading performance and a substantial portion of that difference is attributable to teachers professional characteristics, specifically their academic qualification and attitudes are characteristic which are strong determinant of differences in student's learning outcome far outweigh the differences inherent in class size and class heterogeneity. Students who are assigned to ineffective teacher after another have significantly lower reading performance and learning than those who are assigned to a sequence of several effective ones. Thus the impact of English teachers effectiveness in reading to be additive and cumulative. Some of these factors fall under the general heading of staff behavioral characteristics which have been found to be related to teachers effectiveness and students reading performance in a variety of setting by a variety of researchers. Thus, this paper advocated for effective relationship between English teachers behavioral characteristics, their competence, productivity and students reading performances.

Statement of the Problem

The basic ideas of English teachers are the understanding of the world and the ability to solve reading problems of the students through the acquisition of relevant knowledge, skills and competencies needed for the development of the society. The increasing rate of low reading performance, school dropouts, and the inefficiency of those that have graduated out of school to put their knowledge and experiences into the world of works and salvage the society out of its problem has called for the functionality of the educational system. Most of the times the society

castigate the school related factors especially the teacher related factors. They also believed that these deficiencies contribute significantly to the growing rate of failure and subsequent drop out of students in schools. It is against this backdrop that this study is been carried out to verify how teachers' qualification, professional experience and attitude, as predictor of student's academic performance among private and public secondary schools in Kano Metropolis impact on students' reading performance.

Conceptual framework

Teaching is not just a matter of teachers talking and students listening, effective teaching involves interactive communication patterns that are skillfully directed towards the achievement of instructional objectives. Asuku, (2007) emphasizes that, in developed and developing countries, the quality of any worker in any organization is generally measured through obtained certificate as epitomized by output. This simply means that the quality of products of any industry is reflective of the quality of the producing industry. After all, one only gives out what one has. He who has nothing practically gives out nothing. In the teaching institutions therefore. We can safely infer that high quality students, no doubt might pass through high quality group of teachers in their corresponding high quality supporting instructional process.

To promote order and learning in secondary schools, every teacher should possess essential professional skills. No one can teach something to someone without doing it in some particular way and that way of monitoring has significant effects on the entire reading learning situation.

Teachers' variables are also noted to have effect on students' academic performance. These include, knowledge of subject matter, teaching skills, attitude in the staff qualification and experiences. The importance of English teachers characteristics in realizing educational goals and objectives in any educational system cannot be over emphasized. Teachers characteristics are the instructional behaviour exhibited by the teachers towards goal attainment. These characteristics are the combination of peculiar qualities, traits, mental or moral nature/strength and status that make one person or group different from another. Successful teachers' characteristics are those that have been found by empirical researches to be related to improved achievement by students in the cognitive, affective or psychomotor outcome of reading (Offorma, 1994). The bedrock of educational system lies on a core of devoted knowledgeable competent and well-trained teachers. Omoko (2008) rightly pointed out that if a person is to be successful in his chosen career, that individual also needs a set of ethical beliefs or standards of guidance or direction in the appropriate use of competences. A competent English teachers in school seeks to know his learners' behavior during the reading and he or she must perceive the individual learners in a holistic way since gender neutral has effective, cognitive and psychomotor talents. Also, students' participation in the instructional process is critical and their perception therefore presents methodological challenges when they are underprepared. The knowledge of the way the students think and perceive can aid the staff to reflect upon and adjust the teaching strategies to enhance student's understanding and performance in reading.

Gimba ,(2008) described perception as the way people judge others with who they are in contact. A persons' attitude to an idea or object determine what the person thinks, feels and how the person would like to behave towards that idea or objects. Adu (2012) defined attitude as internal beliefs

that influence personal actions which is learned through one's experience. This has to do with disposition to act or react in a particular way as the individual responds to a situation (Amoo& Rahman, 2004). Thus, the students' perception of the teacher characteristics could influence the attitude of students toward reading. Teacher who is rated high on these indices in the perception of the students is likely to enjoy the confidence, respect and admiration of students. In the teaching learning that involve reading process, both the teacher and the learners must be active. For any society to be equipped with the basic knowledge and skills that will enable it to be better appreciated the nature of economic problems and how to make rational economic decisions, such a society must depend on the accumulated knowledge of reading which the citizens possess. Thus, the need to investigate if the English teachers in secondary schools possesses the necessary professional qualification (such as skills, techniques, temperament etc.) that is required to communicate concepts, ideas, principles etc. in a way that would facilitate effective reading in Nigeria secondary schools.

Purpose of Study

The purpose of this study is to:

1. Find out the extent to which English teachers academic/professional qualification positively influences the students' reading performance.
2. Investigate the extent to which English teachers' attitude and experience, influence the students' reading performance

Research Questions

1. To what extent does English teachers academic/professional qualification positively influence the students' reading performance?
2. To what extent does English teachers' attitude/teaching experience influence the students' reading performance?

Research Hypotheses

1. There is no significant relationship in the opinion of respondents on the extent to which English teachers' academic/professional qualifications positively influence the students' reading performance.
2. There is no significant relationship in the opinion of respondents on the extent to which English teachers' attitude/experience influence the students' reading performance.

METHODOLOGY

The study adopted a descriptive research design of correlation type. The population of 2,456 secondary school teachers in private and public secondary schools in Kano metropolis was selected at random using balloting for the study, using multi-stage sampling technique. Questionnaire termed English teachers Characteristics on Reading Performance Questionnaire (ETCRPQ) was used for the study. The instrument (the face and contents) were validated by experts in the department of English Arts Education, Kogi State University, Anyigba. The instrument was pilot tested through test retest to ascertain it's reliability. Reliability coefficient of 0.84 was found to be suitable for the study. Simple percentage mean and standard deviation were used in the analysis of research questions, while, PPMC was used in the analysis of data at 0.05 alpha levels. Data

Analysis Procedure: The t-test independent statistic will be used in the analysis of data at 0.05 alpha levels.

ENGLISH TEACHERS' CHARACTERISTICS ASSESSMENT QUESTIONNAIRE

Please respond by putting a tick (✓) against the item in the column that most describes your reaction

s/no	Items	SA	A	D	SA	Mean	St/dev
	English Teachers' Academic/ Professional Qualification						
1	All English Teachers' in this school are academically qualified to teach the students	197 57.6%	130 38.0%	3 9%	1 3%	4.47	.8196
2	English Teachers' academic qualification influences the performance of the students	112 32.7%	177 51.8%	28 8.2%	16 4.7%	4.073	.9113
3	English Teachers' with first degree and above are more effective in the classroom	182 53.2%	133 38.9%	14 4.1%	8 2.3%	4.4006	.7998
4	English Teachers' quality is determined by their qualification	168 49.1%	136 39.8%	28 8.2%	3 9%	4.330	.8278
5	English Teachers' with first degree and above demonstrate good mastery of the subject matter	128 37.4%	149 43.6%	36 10%	13 3.8%	4.05526	1.0261
6	Most English Teachers in this school have teaching certificates	92 26.9%	136 39.8%	48 14.0%	26 7.6%	3.6257	1.2770
7	English Teachers with teaching qualification teach the students better	69 20.2%	132 38.6%	62 18.1%	33 9.6%	3.4240	1.2855
8	English Teachers with teaching qualification keep students records better	114 33.3%	111 42.1%	43 12.6%	20 5.8%	3.9064	1.1138
9	English Teachers with teaching qualification evaluate their students better	112 32.7%	168 49.1%	26 7.6%	18 5.3%	3.9825	1.0638
10	Academic performance reflects the quality of the teachers in the school	106 31.0%	179 52.3%	30 8.8%	19 5.6%	4.0351	.9342
	English Teachers' attitude / experience						
11	Most English Teachers in this school have worked for more than 5 years	57 16.7%	57 16.7%	57 16.7%	57 16.7%	2.8158	1.3864
12	Staff who have taught for more than five years teach better	39 11.4 %	39 11.4 %	39 11.4 %	39 11.4 %	3.052 6	1.386 0
13	English Teachers who have taught for more than five years are better able to control the students	43 12.6 %	43 12.65 %	43 12.6 %	43 12.6 %	2.789 5	1.410 9
14	Older English Teachers are more understanding in dealing with students than younger ones	57 16.7 %	57 16.7 %	57 16.7 %	57 16.7 %	2.795 3	1.382 4

15	English Teachers who have taught more than five years evaluate the students properly.	39 11.4 %	39 11.4%	39 11.4%	39 11.4%	3.052 6	1.386 0
16	Students reading are better done under staff than younger ones.	43 12.6 %	43 12.6%	43 12.6%	43 12.65	2.789 5	1.410 9
17	Students taught by older English Teachers perform better	31 9.1%	97 28.45	71 20.8%	71 20.85	3.070 2	1.422 8
18	New English Teachers are less-interested in the job	45 13.2%	88 25.75	100 29.2%	50 14.6%	2.815 8	1.386 4
19	New English Teachers are more energetic than older ones	50 14.6%	99 28.9%	94 27.5%	45 13.2%	3.505 8	1.430 2
20	New English Teachers work harder than older teachers	31 9.1%	97 28.4%	71 20.8%	71 20.8%	3.070 2	1.422 8
21	They are enthusiasm in the delivery of their lessons	45 13.2%	88 25.75	100 29.2%	50 14.6%	2.815 8	1.386 4
22	Library English Teachers are caring	50 14.6%	99 28.95	94 27.5%	45 13.2%	3.505 8	1.430 2
23	They are firm	31 9.1%	97 28.4%	71 20.8%	71 20.8%	3.666 7	1.174 0
24	They exhibit democratic practices to promote students reading	45 13.2%	88 25.7%	100 29.2%	50 14.6%	3.146 2	1.286 8
25	The English Teachers use time for lesson effectively	50 14.65	99 28.95	94 27.5%	45 13.2%	2.953 2	1.310 4
26	English Teachers have established efficient routines	31 9.1%	97 28.4%	71 20.8%	71 20.8%	2.932 7	1.486 5
27	English Teachers who interact freely with students do not providing motivation for them	45 13.2%	88 25.7%	100 29.2%	50 14.6	3.666 7	1.174 0

Test of null hypothesis

Hypothesis one: There is no significant relationship in the opinion of respondents on the extent to which English Teachers' Academic/Professional Qualifications positively influence the students' reading performance.

Pearson Product Moment Relation (PPMC) Statistics to find significant relationship in the opinion of respondents on the extent to which Teachers Academic/Professional Qualifications positively influence the students' reading performance

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
English Teachers' performance	342	5.3246	2.6623	0.21	.340	.000	.195
English Teachers' academic/Professional Qualifications	342	31.9415	7.9634				

Result of The Pearson Product Moment Relation (PPMC) statistics revealed that the observed correlation coefficient (.007) is higher than the critical value of (.195) at the degree of freedom (df) .340 the observed level of significance P value (.897) is less than 0.05. That means that there is a significant relationship between the opinion of respondents on the extent to which Teachers' attitude/Professional Qualifications positively influence the students' academic performance of private and public secondary schools in kano metropolise. Therefore the null hypothesis is rejected.

Pearson Product Moment Relation (PPMC) Statistics to find significant relationship in the opinion of respondents on the extent to which Teachers' Academic/Teaching Experience influence the students' academic performance

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Staff academic performance	342	5.3246	2.6623	0.07	.340	.897	.195
Staff academic/Professional Qualifications	342	34.9035	7.4954				

Result of The Pearson Product Moment Relation (PPMC) statistics revealed that the observed correlation coefficient (.007) is higher than the critical value of (.195) at the degree of freedom (df) .340 the observed level of significance P value (.897) is less than 0.05. That means that there is a significant relationship between the opinion of respondents on the extent to which library English Teachers' attitude/working experience influence the students' academic performance among teachers of private and public secondary schools in kano metropolise. Therefore the null hypothesis is rejected.

FINDINGS OF THE STUDY

Based on the results of this study, the following findings were arrived at:

1. English language Teachers variables in general influence students' reading performance in secondary schools in different ways in Nigeria. Exposure to post-qualification professional development exerts significant influence on student's reading performance
2. Teachers' years of working is related to students' reading performance.

Recommendations

Based on the findings of this study, the following recommendations are proposed to relevant educational authorities and other stakeholders in education:

1. English Teachers' variables should be considered in the admission of students for the proper reading at the senior secondary school level.
2. The Ministry of Education through the (GES) should organize regular professional development programmes for English Teachers
3. English teachers should be encouraged to go for further studies to enhance professionalism
4. Salaries of English Teachers should be increased.

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