

Gender Experiences, Teacher Qualification and Students Outcome in English Language among Senior Secondary School Students in Ibadan

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**ABSTRACT:** *This study examines the relationship between gender experiences and teachers qualification on academic outcome in English language among senior secondary school students in Ibadan. The study adopted descriptive research design while the population is the whole secondary school students in Ibadan. It also adopts Simple random sampling techniques to select one hundred and fifty (150) secondary school students and one hundred and fifty (150) teachers of senior secondary school students totaling three hundred (300) respondents. Questionnaires were the main instruments used for data collection in this study. The questionnaire tagged Gender and Academic Experience Questionnaire (GAEQ) and Teachers Qualification Questionnaire (TQQ). The instrument was validated by the researcher and pilot tested within two weeks which was later yielded  $r=0.72$  and  $r=0.76$  using alpha Cronbach reliability estimation. Based on this research finding, the following recommendations were made that; the individual differences of the learners should be taken care of based on their gender differences as regard their academic pursuit and the teacher of English language should try as much as possible to update themselves by attending seminars and conferences in order to acquire modern skills for their profession/discipline among others.*

**KEYWORDS:** *Gender, experience, teacher, teacher's qualification, students, English language and student's-outcome*

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## INTRODUCTION

Despite the importance attached to the English Language, and efforts made by stakeholders in the educational sector to optimize the learning of English Language as a school subject, students' achievement in English Language is not commensurate to the investment made in it. There has been a fall in students' academic achievement in English Language over the years as compared to other subjects in the school system. Evidence abounds that students have not been doing well in English Language. Adeosun (2010) observes that the low standard of English Language is reflected in the large number of candidates who fail the school certificate English. Eme (2012) reveals that 67.43%, 60.56%, 53.79% and 41.82% of students who sat for this examination failed in 2001, 2002, 2003 and 2004 respectively. Also the result of the SSCE from 2012 to 2014 shows that 2012 (38.81%), 2013 (36.57%) and 2014 (31.28%) respectively passed the subject at least at credit level (West Africa Examination Council 2014). From the results, there has been a drastic

decline in the achievement of students in the subject. This statistics and report is a call for concern for any patriotic stakeholder in the education subsector to ponder over the system.

According to Fakeye (2011), Nigerian secondary school students have problems in the learning of English Language as revealed in their achievement in the public examinations. Therefore, this situation is a source of concern, and has aroused the interest of this researcher to investigate possible causes of lapses in the effective learning of English Language. Many likely factors may be responsible for these students' poor academic achievement in the subject. Obanya (2013) points out some factors such as the teacher, the school and the home environment. Others are peer group influence, pedagogical variables, government policies etc. However, in view of the entrenched gender practices in Nigeria and Oyo State, particularly, an investigation of the role of gender is still valid. Consequently, the pertinent question that this researcher sought to answer is: does gender differentials influence students' academic achievement in English Language? Gender has been regarded as an important affective factor that plays a specific role and influences second language acquisition (Zoghi, Kazemi & Kalan 2013). Earlier in 2011, Fakeye, had confirmed a correlation between students' personal variables on their academic achievement in English as a second language in Lagos State. However, Zoghi, Kazemi and Kalan (2013) in a related study examine the effect of gender on English as a foreign language (EFL) in Iran Language Institute (ILS) using 100 students (50 males and 50 females) selected from four different classes. The ages of the participants range between 12 and 14 years. The employed procedures were quantitative methods of analysis, making use of descriptive analysis, pair t-test, and the effect size. The total average of the female students ( $M=13.18$ ) is higher than that of males' ( $M= 11.47$ ). Female students outperformed the male students. In this case, female students had a standard deviation of 3.20 whereas males had achieved a standard deviation of 3.54. It shows the amount of variation within scores was smaller in females than males. This produced a t-value of -3.928 and a p-value of .000, which is less than the .05 significant level. The results indicate that English as a Foreign Language learning is to some extent related to gender and it has a significant effect on the achievement test. This conclusion was earlier adopted by Bidin and Jusof (2012).

Another variable of study is teachers' quality as there is no single definition of quality. There are two principles that characterize most attempts to define quality in education; first is the learner's cognitive development as the major explicit objective of all educational systems, the success with which systems achieve this is their quality; the second emphasis is on educational role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Teacher qualification may affect students' academic achievement. According to a study by Abe (2014), there are three ways in which teacher qualification can be quantified: Level of education, Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development.

A study carried out by Buddin and May (2009) on the teacher licensure test scores and other teacher attributes effect on elementary student achievement shows large differences in teacher quality across school district. Teacher license test scores were unrelated to teacher success in the classroom; student achievement was not related to the teachers' advanced degrees, student achievement increases with teacher experience but the correlation is weak. Musau and Abere (2014) examine performance of teachers on subject such as Mathematics, Technology and science

in secondary schools of Kitui. The study found that there was no significant difference in performance of students taught by graduate teachers who had undergone refresher courses and those taught by graduate teachers who had not undergone refresher courses as they were both graduates. Studies have shown that there is some relationship between teacher qualification and students' academic achievement. This study seeks to determine the extent to which Teacher qualification affects pupil academic achievement in public primary schools in Migori County by finding out if there is any statistical significant relationship between teachers' qualification in terms of level of certifications on pupils achievement. Goldhaber and Brewer (2000) find a positive relationship in mathematics, but none in science. Also, Rowan, Chiang, and Miller (1997) report a positive relationship between student achievement and teachers' quality in English language.

### **Statement of the problem**

Senior secondary school students have been performing poorly in Oyo state. The examination results of 2012 to 2014 indicate that a big percentage of students who sat for the West African School Certificate Examination (WASCE) could not read fluently, had challenges in writing and speaking in English, which is the language of instruction. They also had challenges in carrying out Basic English problems. This has reflected in results in the last five years in Oyo state. Also, no student has been among the top ten in any subject nationwide. This can mean that there are challenges or irregularities in the provision of quality basic education. Empirical literature reveals that teacher qualification has an influence on students' academic achievement. National examination plays a significant role in Nigeria education systems because learners who perform well are perceived to have received high quality education essential for sustainable socio-economic development and poverty eradication as opposed to those who perform poorly. In view of this, this study addresses gender experiences and teacher qualification as determinant of students' academic outcome in English Language in Oyo state, Nigeria.

### **Purpose of the Study**

The main purpose of the study is to examine the relationship between gender experiences, teacher's qualification and students' outcome in English language among senior secondary schools in Ibadan.

### **Hypotheses**

Two hypotheses were formulated at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant relationship between gender experience and students' outcome in English language among secondary school students.

**H<sub>02</sub>:** There is no significant relationship between teachers qualification and students outcome in English language.

### **METHODOLOGY**

The study adopted survey research design because during the course of investigation, the researcher did not manipulate any variable as far as this study is concern. The population comprised all the teachers and all the senior secondary school students in Ibadan while three hundred respondents participated in this study which students and one hundred fifty teachers totaling 300 were selected using simple random sampling technique. Instrument title: teachers

experience and teachers' qualification questionnaire (TEQ) and teachers' qualification questionnaire (TQQ) were used to collect information or to elicit responses. The questionnaires were pilot tested within the period of two weeks using test re-test method of reliability. The reliability co-efficient of the instruments yielded  $r=0.72$  and  $r= 0.76$  using alpha Cronbach estimation of reliability.

**Table 1 Shows the Relationship between Gender experiences and academic outcome in English language among senior secondary school students.**

Variables	N	Mean	Std Deviation	Df	r-cal	P-value	Decision
Gender experience	299	22.19	2.14	297	0.68	.195	Rejected
Academic outcome	299	26.15	3.53				

From the above results, it can be seen that the relationship between gender experience and academic-outcome of senior secondary school students. This resulted in the lower  $r = .68$  against p-value .195. Thus, the hypothesis raised was rejected. Hence there is significant relationship between gender experience and academic outcome.

**Hypothesis II:** There is no significant relationship between Teachers qualification and academic outcome among senior secondary school students.

Hypothesis Ho2, was generated to examine the relationship between Teachers qualification and academic outcome. Pearson's Product Moment Correlation was also employed and the result is presented below:

**Table 7: Show the Relationship between Teacher's qualification and Academic out-come**

Variables	N	Mean	Std Deviation	Df	r-cal	P-value	Decision
Teachers qualification	299	22.19	3.14	297	0.62	.195	Rejected
Academic outcome	299	23.15	3.23				

The table above shows the relationship between Teachers qualification and academic outcome. It was indicated that r-cal of .62 against p-value .195. Thus, the hypothesis was rejected. This indicates that there is significant relationship between Teachers qualification and academic outcome of senior secondary school students.

## DISCUSSION

This study examines gender experiences, teachers' qualifications and students' outcomes in English language.

**Ho1:** states that there is no significant relationship between gender experiences and students' outcome in English Language. The results in table one and hypothesis one and result reveal that there is significant relationship between gender experiences and students' outcome in English Language. This is because the null hypothesis raised was rejected. This study collaborates the

study conducted by Zoghi, Kazemi and Kalon (2013) that gender has been regarded as an important effective factor that plays a specific role and influence on second language acquisition. Also, gender experiences have been reported to have greater influences on academic achievement of students. Ewe (2012) also report that English as a foreign language learning correlates with gender to some extent has a significant influence on the achievement test.

Ho2, in the hypothesis two, which states that there is no significant relations between teachers' qualification and students' outcome in English language. The null hypothesis was also rejected because the result reveals that there is significant relationship between teachers' qualification and students' outcome in English language. This finding is consistent with Buddin and May (2009) who found that teachers' licensure test scores and other teachers attributes effect on elementary students achievements show large differences in teachers' quality across school districts. However, Goldhaber and Brower (2000) find a positive relationship in mathematics but none in science. Also, Powan, Chiang and Miller (1007) report a positive relationship between students' achievement and teachers' quality in English language.

## CONCLUSION

It is germane to say that gender experiences and teachers qualification have effective role to play in the academic outcome of senior secondary schools. The government and the stakeholders concerned about education should take cognisance of these variables if the students in senior secondary school classes would perform effectively in their academic pursuit.

## Recommendations

Based on the findings of this research work, the following recommendations were made:

- The individual differences of the learners should be taken care of based on their gender differences as regard their academic pursuit
- The government should endeavour to employ qualified teachers to teach students in senior classes, most especially in English language
- The teacher of English language should try as much as possible to update themselves by attending seminars and conferences in order to acquire modern skills for their profession/discipline
- The teachers of English language should be masters of their subjects in order to show their skills during teaching and learning processes

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