

**PERCEPTION OF THE RELATIONSHIP BETWEEN TEACHER QUALITY AND  
STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS  
IN KANO METROPOLIS**

**BY**

**GAJI MAIWADA ABUBAKAR,  
BA.ED HAUSA (BUK) 1995**

**A THESIS SUBMITTED TO POST GRADUATE SCHOOL  
AHMADU BELLO UNIVERSITY, ZARIA  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
MASTER DEGREE IN CURRICULUM AND INSTRUCTION**

**DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM,  
AHMADU BELLO UNIVERSITY  
ZARIA, NIGERIA**

**MAY, 2014**

## **DECLARATION**

I declare that the work in this thesis entitled “PERCEPTION OF THE RELATIONSHIP BETWEEN TEACHERS’ QUALITY AND STUDENTS’ ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN KANO METROPOLIS” has been carried out by me in the department of Educational Foundation and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma at this or any other Institution.

---

**Gaji Maiwada Abubakar**

---

**Signature**

---

**Date**

## CERTIFICATION

The thesis entitled “THE PERCEPTION OF THE RELATIONSHIP BETWEEN TEACHER QUALITY AND STUDENTS ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN KANO METROPOLIS” by GAJI MAIWADA ABUBAKAR meets the regulations governing the award of the degree of Master of Education in Curriculum and Instruction, Department of Educational Foundation and Curriculum of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

---

Dr. (Mrs.) H.O. Yusuf  
Chairpersons supervisory  
Committee

---

Signature

---

Date

---

Dr. A. Guga  
Member

---

Signature

---

Date

---

Dr. Bashir Maina  
Head of Department

---

Signature

---

Date

---

Prof. A.A. Joshua  
Dean, Postgraduate School

---

Signature

---

Date

## **DEDICATION**

This work is dedicated to my late uncle, Justice Muhammad Halliru Abdullahi for all the love and support I enjoyed from him during his life time. May his gentle soul rest in perfect peace, ameen.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty Allah for His infinite mercy towards me. I also extend my gratitude to my supervisors most especially Dr. (Mrs.) Hannah O. Yusuf, Dr. A Guga and Late Professor Muhammad Ben Yunus who sacrificed their precious time in giving me moral advice and academic inputs towards the success of this research.

I am grateful to the Head of Department Dr. Bashir Maina, and my lecturers for their encouragement and efforts towards the completion of this study.

Immeasurable gratitude and appreciation to my beloved Husband Alhaji Muhammad Abdullahi who contributed and supported me graciously to the success of this research. I thank him for his endurance, patience and understanding during the study.

I appreciate my children for their patience, endurance and all round support, may God bless them abundantly.

My gratitude goes to my beloved mother Hajiya Hadiza Halliru who had been supportive and prayerful during this study. May God reward you all abundantly, ameen.

## ABSTRACT

*This study titled “The Perception of the relationship between teachers’ quality and students’ academic performance in Hausa language of senior secondary schools in Kano metropolis”. The study sought to: determine the relationship between teachers qualification/ certification and students academic performance. Establish the relationship between teachers years of teaching experience and students academic performance. Establish the relationship between teachers knowledge of subject matter and student academic performance. Examine how teachers’ teaching methods influence student academic performance. In the study, four research questions were raised and answered using the descriptive statistics and four (4) null hypotheses were formulated and tested at 0.05 level of significance. A total sample size of 250 SSII students were randomly selected out of population of 9,938 students in all the ss schools in the metropolis. All the seventy five (75) teachers teaching Hausa language in the schools were selected to represent the sample for the teachers. Survey design was used in the study and the instruments for data collection were 40 items questionnaire for teachers and the result of standardized examination for students’ academic performance. Pilot study was conducted in a school outside the study area and the reliability of the instrument was obtained to be 0.88 using test-re test reliability coefficients. The research questions were answered using the descriptive statistics such as mean, standard deviation and frequency count while the Research hypotheses were tested using inferential statistics such as r-test and F-test (ANOVA). Hypotheses 1, 2 and 4 were all accepted while hypothesis 3 was rejected. The major findings are that, teachers’ quality has no significant relationship with students’ academic performance and that teachers ‘knowledge of subject matter played a significant role in the performance of students and therefore it led to the general conclusion that teachers with deeper knowledge of subject matter produced better students, than those with shallow knowledge of subject matter.*

## ABBREVIATIONS

<b>NCE:</b>	Nigeria certificate in Education
<b>L1:</b>	Mother tongue or first language
<b>L2:</b>	Second language
<b>L1E:</b>	Language of the immediate environment
<b>MT:</b>	Multilingualism
<b>NINLAN:</b>	National Institute for Nigerian Languages
<b>LAN:</b>	Linguistics Association of Nigeria
<b>TRC:</b>	Teachers Registration Council
<b>EFA:</b>	Education for All
<b>TSS:</b>	Teachers Staff Strength
<b>NCLB:</b>	No Child Left Behind

## TABLE OF CONTENTS

Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Abbreviation	vii
Table of Content	viii
List of Table	xi
List appendices	xii
Operation Definition Of Terms	xiii

### CHAPTER ONE: INTRODUCTION

### PAGE

1.1	Background to the study	1
1.2	Statement of problem	6
1.3	Objectives of the study	8
1.4	Research questions	9
1.5	Research hypotheses	9
1.6	Significance of the study	10
1.7	Basic assumptions	11
1.8	Scope of the study	11

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	13
2.2	Teacher Quality and Students Academic Performance: Conceptual framework	13
2.2.1	Teachers Teaching Experience and Student Academic Performance	14
2.2.2	Teachers Qualification and Students Academic Performance	19
2.2.3	Teachers Knowledge of Subject Matter and Students Academic performance	20
2.2.4	Teachers Teaching methods and Students Academic Performance	21
2.2.5	Use and teaching of Nigeria languages-	21
2.2.6	The Teaching of Indigenous second languages-	24
2.2.7	Adequacy of teachers in Secondary Schools	25
2.4	Empirical Studies	29
2.5	Summary	34

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Introduction	-	-	-	-	-	-	36
3.2	Research Design	-	-	-	-	-	-	36
3.3	Population of the Study	-	-	-	-	-	-	36
3.4	Sample and Sampling Techniques	-	-	-	-	-	-	38
3.5	Instrumentation-	-	-	-	-	-	-	40
3.5.1	Validity of Research Instrument-	-	-	-	-	-	-	41
3.5.2	Pilot Study	-	-	-	-	-	-	41
3.5.3	Reliability of the instruments	-	-	-	-	-	-	42
3.6	Procedure for Data Collection	-	-	-	-	-	-	42
3.7	Procedures for Data Analysis	-	-	-	-	-	-	43

### **CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA**

4.1	Introduction	-	-	-	-	-	-	44
4.2	Presentation of Data	-	-	-	-	-	-	44
4.3	Analysis of Research Questions	-	-	-	-	-	-	46
4.4	Analysis of Research Hypothesis	-	-	-	-	-	-	48
4.5	Major Findings	-	-	-	-	-	-	51
<b>4.6</b>	Discussion of Results	-	-	-	-	-	-	51

### **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1	Introduction	-	-	-	-	-	-	57
5.2	Summary	-	-	-	-	-	-	57
5.3	Conclusion	-	-	-	-	-	-	58
5.4	Recommendation	-	-	-	-	-	-	59
5.5	Contributions to Knowledge	--	-	-	-	-	-	60
5.6	Suggestion for further studies	-	-	-	-	-	-	60
	REFERENCES	-	-	-	-	-	-	62
	APPENDICES-	-	-	-	-	-	-	67

<b>LIST OF TABLES</b>		<b>PAGE</b>
Table 2.1	Analysis of WAEC May/June (2004-2007) Results	37
Table 3.1	Population of senior Secondary Schools	37
Table 3.2	Number of Teachers by School in Kano metropolis	38
Table 3.3	Sampled of the Study	44
Table 4.1a	Demographic Data on Teacher's Qualification	44
Table 4.1b	Demographic Data on Teacher's Experience	45
Table 4.1c	Demographic Data on Teacher's Knowledge of Subject Matter	45
Table 4.1d	Demographic Data on Teacher's Use of Different Teaching Methods	45
Table 4.2	Teachers Qualification and Students Academic Performance	46
Table 4.3	Teachers Years of Experience and Students Academic Performance	47
Table 4.4	Teachers Knowledge of Subject Matter and Students Academic performance	47
Table 4.5	Teachers Methods of Teaching and Students Academic performance	48
Table 4.6	Analysis of Variance on Performance of Students in Hausa With Respect to Teachers Qualification	49
Table 4.7	Analysis of Teachers Experience and Students Performance	49
Table 4.8	Analysis of Teachers Knowledge of Subject Matter and Students Academic Performance	50
Table 4.9	Analysis of Teachers use of different Method and Students Academic Performance	51

**LIST OF APPENDICES**

		<b>PAGE</b>
<b>APPENDIX I</b>	Respondents Request Letter	67
<b>APPENDIX II</b>	Questionnaire for senior Secondary School Teachers	68
<b>APPENDIX III</b>	Senior Secondary School certificate Qualifying Exams	71
<b>APPENDIX IV</b>	Standardized Examination	75
<b>APPENDIX V</b>	Students' Field Research	76

## **OPERATIONAL DEFINITION OF TERMS**

Operational definition of terms is defined as a statement of the procedures or ways in which a researcher is going to measure behaviors or qualities. The operational terms would frequently be used in the research work. Definition of the terms is very important for full understanding of the whole study.

**Teacher Quality:** Means attributes of teachers that reflect their competence for effectiveness in teaching learning process, for example, their professional qualifications, their experiences and communicative competence.

**Relationship:** Means influencing one variable over another as a result of treatment.

**Students' Academic Performance:** Knowledge and skills of students at the end of teaching-learning process, in particular, their achievements in the SSS Hausa language paper.

**Professional Teacher:** Teacher with teaching certification in Hausa e.g B.AEd/BEEd Hausa MEd MA.Ed

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Education and its benefits can never be over emphasized as the root of economic, industrial, political, scientific and technological, and even religious development. All aspects of development are centered on education.

Education is one of the vital instruments for development in any nation. Every educational system at every level depends heavily on teachers for the execution of its programmes. Teachers are highly essential for successful operation of the educational system and important tools for the educational development.

Teachers at all levels of education play the decisive role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most important cog in the educational machine and that teachers are highly instrumental to the success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends greatly on teacher's dedication and commitment to their work (Adeniji 1999).

(Kaplan and Owings 2001) indicate that two broad areas define teacher quality.

Darling-Hammond (2000) states that the characteristics of teacher quality are: verbal ability, subject – matter knowledge, knowledge of teaching and learning the ability to use a wide range of teaching strategies adapted to student needs.

Quality of a teacher is another very influential determinant of the classroom environment (Lundberg and Linnakyla, 1993). A teacher's qualities include preparation and training, the use of a particular instructional approach

and experience in teaching. This insight is shared by Mullis, Kennedy, Martin and Sainsbury (2004) who indicate that teacher quality is an important determinant of pupil performance.

The quality of education hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources (Anderson 1991). Teacher quality is widely thought of as an essential determinants of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek and Rivkin, 2006). This is an important issue as the economic impact of higher student achievement can be a function of the depreciation rate of student learning, the total variation of teacher quality (as measured by student achievement on standardized tests), and the labor market return to one standard deviation of higher achievement.

Researchers, policy makers, parents and even teachers themselves agree that teacher quality matters. But defining, measuring and identifying teacher quality is a far more controversial task.

Subject matter knowledge is another variable that one might think could be related to teacher quality. While there is some support for this assumption, the findings are not as strong and consistent as one might suppose. Studies of teacher's scores on the subject matter tests of the National Teacher Examination (NTE) have found no consistent relationship between this measure of subject matter knowledge and teacher performance as measured by student outcome or supervisory ratings. Most studies show small, statistically insignificant relationships, between teacher quality and students academic performance.

Secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides the input, resources into the nation's economy and higher education production systems.

The National Policy on Education (2011 Revised Edition) looks at secondary education thus:

1. Secondary education is the education children receive after primary education and before the tertiary stage.
2. The broad goals of secondary education shall be prepare the individual for
  - a) Useful living within the society; and
  - b) Higher education
3. In specific term, secondary education shall :-
  - a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religions or ethnic background;
  - b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
  - c) Provide trained manpower in the applied science, technology and commence at sub-professional grades;
  - d) Develop and promote Nigerian languages and culture in the context and world cultural heritage;
  - e) Inspire its students with a desire for self improvement and achievement of excellence;
  - f) Foster national unity with an emphases on the common ties that unite us in our diversity;

- g) Raise a generation of people who can think for themselves, respect the values and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live good citizens;
  - h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
4. To achieve the stated goals secondary education shall be of six years duration given in two stages; a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

The development of Nigeria's education system since independence has been characterized by a rapid expansion. Due to the development or expansion, the registration concerning universal basic education (UBE) claims that access is to be provided for all children by the year 2015. UBE also aims to improve equal and qualitative learning opportunity for all children. How can the nation get a qualitative education? Who is a qualitative teacher?

Research for education and learning (Marzano R, Pickering, & Pollock, 2001). Teacher effectiveness research is grounded in classroom and often uses classroom – based assessments. However ,the recent Aspen institute report, beyond NCLB (Commission on No child Left Behind, 2007), written to guide the reauthorization of NCLB, defines “effective” in terms of teacher's ability to improve student achievement as measured on standardized tests.

Qualitative teacher is the one who selects right approaches to teaching, knowledgeable, intelligent content mastery, hardworking and efficiency, self discipline, tolerant, friendly, who serves as a role model through good characters and manner commitment, respect for profession, dedicated, loyal

and responsible. The current framework for teacher training in Nigeria is based on the NPE (2004) which emphasized on the quality of teachers.

On the other side, students' achievement refers to their academic performance. However the research will focus on the qualitative aspect of teachers and its relationship for the performance of students academically.

A good teacher is perhaps the most common and least precise of all terms. Shulman, president of the Carnegie Foundation for the Advancement of teaching, describes a good teacher in the following way: in the classroom of a good teacher, students are visible, engaged, attentive and participating. In good teaching, students are responsible for their learning; they are accountable for their understanding. Good teaching is passionate, and it induces an emotional response in students...good teaching starts with inducing habits of mind, but doesn't stop there. Good teaching engages practical thinking and problem-solving skills that can be applied in a variety of settings. And good teaching affects students' values, commitments, and identities.

As stated above, the definition of teacher quality indicates certain qualities that make a qualitative teacher. There are so many problems that are associated with teacher quality, more especially in our secondary schools. The percentage of the students that pass their final exams that is WAEC & NECO in the last five to six years, the rate of failures in the examination is becoming so alarming. Some elites see the problem as a supply/demand issue: The profession is not attracting the "right" individuals into teaching. Some view the quality problem as a concern about preparation. From this vantage point, teacher who complete university-based programs do not leave with the

appropriate knowledge and practices to be effective in contemporary classrooms.

## **1.2 Statement of the problem**

The Federal Ministry of Education (2006) reporting on Nigeria, revealed that the academic performance of students in the senior school Certificate Examinations conducted between 2000 and 2006 was below fifty percent (50%). The falling standard of education in the nation is becoming so high, more especially in our secondary schools. The students are performing very poorly in their academic performance. Their continuous assessment is poor; their terminal examination is equally very disappointing (“F.C.E Staff secondary school 2009 end of third term examination” report). The performance of Nigerian Secondary School students in external examinations showed 98% failure rate in the 2009 November/ December Senior School Certificate Examinations conducted by the National Examination Council (NECO- SSCE); out of the total number of 230, 682 candidates who sat for the examination, only 4,223 obtained credits level passes and above in five subjects including English and Mathematics (Bello – Osagie & Olugbornila, 2009).

In the 2009 May/ June Senior School Certificate Examination conducted by the West African Examination Council (WASSCE), only 25.99% of the total number of candidates obtained credit level passes and above in five subjects including English language and Mathematics, while in 2010 May/ June WASSCE, out of the 1,135,557 candidates that sat for the examination, only 337,071 (24.94%) obtained five credit level passes and above in subjects that included English language and Mathematics. (Owadiac, 2010).

**Table 1.1:** Showing Analysis of Students' performance in May/ June Senior Secondary School Examination (WAEC) 2004- 2007

<b>Year</b>	<b>Total no of candidates</b>	<b>Credit A1- C6 %</b>	<b>Pass D7- E8 %</b>	<b>Fail F9 %</b>	<b>Absent %</b>
2004	1019524	33.97	28.16	34.47	3.4
2005	1054853	38.20	25.36	34.41	2.03
2006	1149277	41.12	31.09	24.95	2.84
2007	1249028	46.75	26.75	24.24	2.26

Source: statistics office WAEC, Lagos (2009).

Mathematics is one of the compulsory subjects that students must offer in Senior Secondary School not minding whether such students are in Science Commercial, Arts or Social Science class. In Secondary School curriculum according to National policy on education (2004), there are core subjects as well as electives that students must offer.

Majority of Secondary School Students often dread and show negative attitude towards mathematics (Awofala, 2000), and the trends of their achievement in the Senior Secondary School Certificate Examination is also a source of worry to the stakeholders. For instance the percentage credit pass of students in May/ June WAEC mathematics between 2004 and 2007 is a concern as indicated in the table above.

The public unhappiness becomes more prominent following the annual release of the West African senior school certificate examination result. Students' outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is bringing out graduates with poor result. To them, it is questionable whether or not teachers in our

secondary schools, the most important factor in the effectiveness of schools and in the quality of a child's education is competent to teach effectively. The national policy of education states that, "No educational system can rise above the quality of teachers in the system."(FGN, 2006)

The federal government of Nigeria has made several attempts and enacted laws concerning the development of education. Among such attempts is the law concerning the recruitment of teachers this is done in order to achieve educational aims and objectives. This could be achieved if there are qualified teachers to teach at the appropriate level. There is need for this research, in order to achieve educational aims and objectives. This could only be achieved through having qualitative teachers to teach at the appropriate level. There is need for this research, in order to find out if there is any relationship between teachers' quality and students' achievements, more especially in these few years that the nation is witnessing the massive failure of (SSCE).

This study aims at determining, whether there is a relationship between quality of teachers and the academic performance of students of secondary schools in Hausa Language.

### **1.3 Objectives of the Study**

This study is set to achieve the following objectives:

- i. Determine the effect of teachers' qualification on students' academic performance in Hausa language in senior secondary schools in Kano metropolis.

- ii. Investigate the effect of teacher's years of teaching experience on students' academic performance in Hausa in some selected secondary schools in Kano metropolis.
- iii. Establish the impact of teacher's knowledge of subject matter on students' performance in Hausa in the some selected secondary schools of Kano metropolis.
- iv. Find out whether teachers teaching methods affect student academic performance in Hausa in selected secondary schools in Kano Metropolis.

#### 1.4 **Research Questions**

The study sought to provide answers to the following research questions:

- i. What is the effect of teachers' qualification on students' academic performance in Hausa language in senior secondary schools in Kano Metropolis?
- ii. Does teachers' year of teaching experience affect students' academic performance in Hausa language in secondary schools in Kano metropolis?
- iii. What is the impact of teachers' knowledge of the subject matter on the performance of students in Hausa language in Secondary Schools in Kano Metropolis?
- iv. Do teachers teaching methods affect students' academic performance in Hausa language in Secondary Schools in Kano Metropolis?

#### 1.5 **Research Hypotheses**

The following hypotheses were raised for this research;

HO<sub>1</sub>: There is no significant relationship among students academic performance in Hausa taught by teachers of different qualifications in Senior Secondary Schools in Kano metropolis

HO<sub>2</sub>: There is no significant relationship among students academic performance in Hausa whose teachers have different years of teaching experience in Senior Secondary Schools in Kano metropolis

HO<sub>3</sub>: There is no significant relationship between students academic performance in Hausa whose teachers possess knowledge of the subject matter and those whose teachers do not possess knowledge of the subject matter in Hausa in Senior Secondary Schools in Kano metropolis

HO<sub>4</sub>: There is no significant relationship between students' academic performance in Hausa whose teachers uses different methods of teaching in selected Secondary Schools in Kano Metropolis.

#### **1.6 Significance of the Study**

The purpose of any educational research is to contribute to the development of knowledge. The research findings would be of great help to the government and other stakeholders by revealing the relationship between the quality of teachers and students' academic performance in our schools. This will consequently guide the ministry in adopting a new policy of recruiting teachers i.e. to make sure they recruit qualified teachers who are highly effective i.e. those with knowledge of content, teaching experience, professional certificate and overall academic ability.

The findings will be of benefit to students, most especially those in the post graduate studies, to add more, or to contribute from where the researchers stopped or what is left to be done in the area of study.

The research findings will be of benefit to any individual who is interested in knowing the relationship between teachers' quality and students' achievement. The findings will be of great importance and help in conference

writing related to the area. It will make teachers plan and present their lesson excellently and also those unqualified teachers to go and further their studies so as to meet the minimum required qualification for teaching.

The research findings will help the society to dictate what is to be included in the curriculum so as to improve the quality of the teachers as well as the students. This study will be of significance to curriculum planners. The information from this study will be of benefit to the curriculum developers of the National policy on education to forestall all the lapses during the course of building.

#### 1.7 **Basic Assumptions**

In the study it is assumed that:

- i. There are qualified and unqualified teachers in the schools.
- ii. There are experienced and inexperienced teachers in the schools.
- iii. The schools have some of the basic materials for learning but lack most of the materials.
- iv. Some of the teachers will cooperate with the researcher.

#### 1.8 **Scope of the Study**

The study is concerned with perception of the relationship between teachers' quality and students' academic performance. The researcher was restricted to teachers and students of SSII public senior secondary schools of Kano metropolis.

The following are the limitations of the study:

- i. The study covered only (8) Eight Local Governments in the Metropolitan part of Kano, hence making it very difficult to generalize the whole schools in Kano State.

- ii. Only public senior secondary schools were selected for the study, private schools did not have the opportunity of being included.

This might affect the generalization made on the findings as it affects the population of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This study is aimed at examining the relationship between teacher's quality and student's achievements in Hausa subject in some selected girls and boys' senior secondary schools in Kano metropolitan. The literature review is related to the above topic.

Literature review purposely enables the researcher to identify and locate previous observation, opinions and comments made by others which is related to the research area. Literature review helps the researcher to know the present situation of the problem. The literature review in this chapter will be under the following sub themes or topics: such as teaching experience, certification, knowledge of subject matter, teaching methods in classroom.

#### **2.2 Teacher Quality and Students Academic Performance: Conceptual Framework**

Teacher quality is a reflection of competence (for example, degree, exam scores, certification, knowledge of subject matter and experience).

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

Variables presumed that teacher quality requirements that have been examined for the relationship to the achievement of the students by educationalist and some researcher include the views of teaching experience, certification, knowledge of subject matter, teaching behaviors in the classroom, mastery in lesson planning and presentation etc.

### 2.2.1 Teachers Experience and Students Academic Performance

It has been established that in-experienced teachers perform less effectively than the experienced ones. The inexperienced ones are those with less than three years experience.

Rosentholtz, 1986 and Hanushek, 1996 found that fewer than half of the 109 previous studies, the estimated of teacher experience show that a student statistically significant effect on student achievement; but Stevens found that more experience actually had a negative impact and student achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in scores.

Owolabi (2007) state that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

Rivkin, Hanushek, and Kain (2001) also, pursue a non parametric investigation of experience and find that experienced effects are concentrated in the first few years as to a somewhere extent their second year tend to perform significantly worse in the classroom.

The relationship between teacher experiences as student's achievement receives considerable attention in the empherical literature, with somewhat mixed results. Several researchers said that experience, especially during the first couple of years in the classroom, is positively associated with student achievement in mathematics and reading at the elementary and middle school levels. Several other studies, however, do not detect meaningful differences between more and less experienced teachers (Carr, 2006; Gallagher, 2004).

Murname (1995) suggest that the topical teacher learning have peaks in a teacher's first few years. Some statistics also review that well prepared begins teachers can be highly effective. For example studies of 5 years teacher education programme that include bachelor degree in the discipline and matters in education as well as year-long student teaching placement have found graduate to be more confident than graduate of 4 years programme and as effective as more senior teacher (Dentan and Peters 1988).

Really, teaching experience influences student's achievements. Teachers' experience in teaching plays a very vital role in the achievement of students. Most of the in-experienced teachers become experienced as a result of their years of experience in teaching.

Teachers play a vital role in the development of education. The success of any educational system depends largely on the quality of teachers. "A teacher is a maker of man"; "a teacher is a helper and guide".

According to Zakir Hussain (1897-1969), the president of India, "they (teachers) are literally the arbiters of a nation's destiny. Rabindranath Tagore (1861-1941), an Indian philosopher and poet says "if there is any profession of paramount importance, I believe it is that of the school master". A teacher plays his role towards society in two ways:

- a) Inside the school by preparing students towards being good and effective citizens and;
- b) Outside the school by assuming the role of a social worker and agent of social change. However, the teacher's role in the school is of vital significance.

The validity of any educational system naturally is dependent upon the quality of the teaching and the availability of competent teachers. It is difficult

to assess the quality of a teacher. We can only determine what makes a qualitative teacher. A teacher qualification, the qualities related to professional requirements.

- ❖ Qualities relating to character and personality.
- ❖ Qualities relating to human relationships
- ❖ Qualifications relating to professional education/training.

Glass (2002) reviewed the characteristics of teachers that might be identified and used in the initial hiring of teachers to increase their student's achievement. Glass (2000) stated that teacher characteristics can include qualities of teachers that are viewed as personal – such as mental ability, age, ethnicity, gender and the like - or “experiential” – such as certification status, educational background, previous teaching experience and the like. He claimed that psychometric measures of teacher characteristics are not useful for initial teacher selection implies that candidates be selected by other means - staff interviews, recommendations by peers or past supervisors.

Rivkin Hanushek and Kain (2008) point to the fact that high quality teachers can offset a substantial portion of disadvantage related to family economic and social circumstances. Hanushek et al (2008) pin point the experience gains arising during the first year of teaching with essentially flat impacts of experience subsequently. Consequently misspecification of the relationship between outcomes and experiences likely contribute to the failure and find a systematic link between quality and experience.

The national policy on education (2004) stated that the “teacher education will continue to be given a major emphasis in all our education planning

because no education can rise above the quality of its teacher". The policy stated that, the purpose of teacher education in Nigeria is as follows:-

- (a) To produce highly motivated conscientious and efficient classroom teachers for all levels of our education system.
- (b) To encourage further, the spirit of enquiry and creativity in teachers.
- (c) To help teachers fit into the social life of the community and society at large and to enhance their commitments to national objectives.
- (d) To provide teachers with intellectual and professional background adequate for the assignment and to make them adaptable to any changing situation not only in their country but in the wider world.

On the other hand, on the issue of students' achievement, generally there are certain factors that influence the achievement of students. The background of the students, which is the home background, the nature of the environment the students come from influences their performance in school. The socio-economic status of the parents plays a vital role in the academic performance of the students.

Aduwa (2004), the determinants of students' academic success reported that students' home environment, their cognitive abilities, self esteem, self concept, study habits and motivation affect their academic success. The peer group to which the students belong to plays a significant role. That is if a child is lucky to find himself in a peer group that are more serious and concentrate in their studies, the end result will be excellent.

It is on the other hand, if a student happens to find himself in the contrary group, he will not concentrate in his studies, the reverse will be the case Igwe (2000).

Conducive atmosphere for teaching greatly influences achievement in terms of learning. The learning environment should be conducive, not congested. And spacious enough for the learners, an environment that is not conducive affects learning seriously.

The usage of instructional materials that are relevant influences student's performance. A great teacher teaches with instructional materials, which greatly help or make the teacher teach easily, so also the students understand or receive the message easily. A few research studies was found consisted, positive relationship between student learning and teacher "flexibility", "creativity" and "adaptability" (Walberg Waxman 1993).

Teacher training program is a vital factor that influences achievements of students. The education commission (1964-1966) said "A sound program of professional education of teachers is essential for qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions".

The National Policy of Education States, "No education system can rise above the quality of teachers in the system". (FGN, 2006). Ogunsaju (2004) states that the academic standard in all Nigerian educational institutions has fallen considerably below expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a great need for the training and re-training of teachers for the improvement of students' performance.

### 2.2.2 Teachers Qualification and Students Academic Performance

Certification is a measure of teachers' qualifications that combines aspects of knowledge on the subject matter, about teaching and learning. Lassa (2000) and Guga (1998) claimed that "education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/NECO because it is unlikely that they could pass". However the introduction of the teachers' registration council (TRC) by the federal government is a landmark for the certification of teachers.

Teacher certification as a signal of teacher quality that has been investigated at various levels, including full standard certification, emergency certification, advanced or national board certification, and subject-area certification is either unrelated or positively related to student achievement (darling – Hammond, 2000; darling – Hammond, Holtzman, Gatlin & Vasquez Heilig, 2005), other research shows that emergency certification is generally either unrelated or negatively related to student achievement. In particular, one study (Betts et al 2003) suggest that teacher with emergency certification negatively influence middle and high school student achievement.

Teacher subject area certification is one of the teacher qualifications most consistently and strongly associated with improved student achievement, especially in middle and high school mathematics (betts et al , 20003; cavalluzo, 2004; goldheber & brewer, 2002) carr (2006) also indicates that highly qualified teachers or those with both full certification and demonstrated at subject matter competency, are associated with increased elementary and middle school achievement in reading, science and social studies as well as in

mathematics. Wayne as gougs (2003) document the limitation of most studies on certification while revering some of the components of certification.

In most of secondary schools, the subjects that were taught are of very significant in the development of the nation. But due to the present situation, some subjects are considered to be superior to others. If the certificate obtained is not among the respected and admired. My reaction towards this issue is that; those concerned and government should consider this issue and organize a committee to investigate the certification of teachers that teaches in our secondary schools.

### **2.2.3 Teachers Knowledge of Subject Matter and Students Academic Performance**

Knowledge of the subject matter is a variable that influences teachers' quality and also affects students' performance. Students understand lesson more and with keen interest when lesson was taught by a teacher who master his subject matter very well. A teacher that masters his subject matter teaches very well. He is able to perform his duty efficiently and effectively. He is capable of developing and implementing curriculum.

The mastery of relevant knowledge is one of the most important attributes of the teacher, according to Majason (1995). Bello (1980) in ELT (2001) the teacher today must have a good grasp of the subject matter if he is to command respect of his pupils. Since the frontiers of knowledge keep expanding everyday and the level of the pupils generally keep rising too, a Hausa language teacher therefore who wants to keep abreast in the area of specialization should not cease to learn.

#### **2.2.4 Teachers Teaching Methods and Students Academic Performance**

Teaching methods in classroom influences students' learning, the most important teaching methods of qualitative teachers are the ability individualizes instruction effectively, which would be good knowledge of pedagogy. Teaching secondary school requires a variety of teaching methods to address different learning levels, styles and intelligence of students. Some of the most important teaching methods for secondary schools include proper classroom management, motivation and a welcoming classroom environment plus a curriculum and activities that address a multitude of learning styles.

The effectiveness teaching or teachers characteristics are: "lesson clarity, instructional variety, teachers task orientation and engagement in the learning process and student success rate" (borich2000) the effective teacher in inductive classroom possesses such characteristics as: efficient use of time: good relationship with students: provide positive feedback; has a high student success rate; and in general provides support for the students with and without disabilities (Larrivee, 1985).

#### **2.2.5 The Use and Teaching of Nigerian Languages.**

The use and teaching of the Nigerian languages in formal education is about as old as formal education itself in Nigeria, beginning with the early Christian missionaries who recognized the effectiveness of indigenous languages to spread their religion and therefore, studied these languages, developed them as best as they could, translated the scriptures into them and taught the people how to read and write in their in their own languages. After that, the importance of the use of these languages in formal education was recognized

and encouraged in varying degrees in the several reports and conferences/seminars since then (cf Emenajo 1999).

The NPE goes on to say that Government will provide both infrastructure and specialist teachers to enhance learning. To make good this promise, in 1993, by decree no. 117, the federal government established the National institute of Nigerian languages (NINLAN), Aba, to the envy of linguists in many other African countries who felt that Nigeria was moving in her right direction with her languages. The main objective of the institute were (a) to promote the use and study of Nigerian languages and (b) to explore all relevant and available avenues, potential and resources to make the institute an active teaching and learning centre for the study of Nigerian languages, a resource centre for specialized professional services to the public and private sectors of the Nigerian economy, and a Nigerian centre for research into Nigerian languages. In fact, of the three language centres established by Government about the same time, the others being the Nigerian French Village, Badagry and the Arabic village, Bauchi, only NINLAN was backed up by a law. Thus, on paper at least, adequate provisions had been made for a number of Nigerian languages to feature in education, for official documentation and for conducting legislative business at one level or the other. The issue of implementation is another matter. In addition to the local provisions, Nigeria is a member of some international bodies and a signatory to many resolutions that ensure the protection and promotion of indigenous languages and cultures. For instance, Nigeria is a signatory to the United Nations (UN) 1996 Linguistic Rights Convention which has two basic implications:

- (a) That people are entitled to the right to be educated in their own languages; and
- (b) That people are entitled to the right for their languages and cultures to be taught in their own languages.

This resolution implies that every language is entitled to enjoy official recognition for use according to the domains relevant to it within the policy and for it to be developed and used in the education of the individual. There is also the UN declaration of Cultural Diversity (2002) which focuses on the maintenance of cultural and linguistic diversity as the global linguistic goal for the 21<sup>st</sup> century. In addition, 21<sup>st</sup> February of every year has been set aside as the Mother Language Day on which attention is called to the use and maintenance of the mother tongue. This year's Mother Language Day in Nigeria was celebrated in Asaba, Delta state under the auspices of the UNESCO in collaboration with the Federal Ministry of Education and Linguistic Association of Nigeria (LAN). Besides the UN, the African Union (AU) of which Nigeria is also a prominent member has called attention to the importance of local languages. In the Harare Declaration of 1997, African leaders were charged to draw up realistic language policies for their respective countries. Each country was to, among other things, produce a clear language policy document within which every language spoken in the country could find a place.

In addition, the policy framework was to be flexible so as to allow every community to use its language side by side with other languages while integrating with the wider society within an empowering policy that caters for communication at the local, regional and international levels. By

these and other similar interventions, provision have been made for every Nigerian languages whether major or non-major, developed, developing or undeveloped to be used, promoted within varying domains of the society and saved from endangerment and extinction. Unfortunately however, in 2004 Government introduced a nine-year Universal Basic Education (UBE) which now includes the six years of primary school and three years of junior secondary school but the UBE act 2004 Curriculum makes no provision for the use of teaching of the non-major Nigerian languages throughout the nine years. The languages approved to be taught are Arabic, English, French, Hausa, Igbo, and Yoruba. While the objectives of the UBE Act are noteworthy, the FG appears to be infringing on the linguistic rights of speakers of the non-major languages that are not listed in the UBE curriculum and this certainly is in bad taste.

#### **2.2.6 The Teaching of Indigenous second languages**

The teaching of the three major indigenous languages as second languages is faced with both logistic and conceptual problems to take the latter first, the national policy on education, as indicated earlier, requires each school child at the junior secondary school level to study one of those three languages in addition to his mother tongue.

However for practical reasons, as also indicated earlier, many school children cannot actually study their mother tongues but must study an indigenous language of wider communication instead of primary school as well as at the junior secondary school. This being the case suppose the language of wider communication that some such children have to as their mother tongue or first language (L1) is one of the three major indigenous languages, as could

well be the case of children in Bauchi, Plateau and Kaduna States, for example, where Hausa would appear to serve as a language of wider communication, and in parts of Ondo, Edo and Kogi states, where Yoruba similarly serve as a language of wider communication. In that event, should such children be required to study yet another major indigenous language as their second language (L2)? This is an important policy question to which different answers have been given by different observers of the scene in the country.

In addition to appreciating the importance of language in the educational process, and as a means of preserving the peoples culture, the Government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother-tongue. In this connection the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba.

### **2.2.7 Adequacy of Teachers in Secondary Schools**

The education for all declared by African countries by 2015 has prompted unprecedented demand for education across borderline of gender and country and has consequently elicited numerous educational challenges, notably inadequate teaching staff strength among others (Wegule, 2008). Corroborating this view, Madwegwu and Nwogu (2006) asserts that the growing and escalating demand for education by every citizen of school age and the present drive for the universalization of education in Nigeria.

The inadequacy of teaching staff strength and the overbearing workload portends great danger for our educational systems in most of the public schools, in the attainment of goals, that is, achievement of quality of products being churned out at the senior secondary level. According to Okorie (2002)

and Uche (2005) quality from teaching and learning results from an healthy interplay among broad range of success factors such as personnel (Teaching staff) in the right number for effective teaching performance and student's learning outcome. This presupposes that where the required number of teaching staff strength is not matched with the right number of students, there will be difficulty in the students achievement level or rate; which defeats the functional objectives of making the grandaunts useful in their society.

Nwahem, Chukwuma and Ajudeonu (2007) opined that Nigerian colleges are deficient in the quality of teaching manpower, such as students cannot get the best and this inadequacy negates positive achievement of the education objectives in terms of school effectiveness.

Teachers supply is the total number of teachers that are willing and able to put in the required man hour in schools under the prevailing wage market condition (condition of service) within a given period of one school year called school session. Where the number of teaching staff strength in school is small, it will lead to excess workload. Zwalchu and Buenyen (2009) opined that when workers are overloaded with work, it will be at the detriment of efficiency and effectiveness which syncopate the organizational goal of quality attainment.

Consequently, the overriding functional secondary school aims of the National policy on education will be defeated. There is need and demand for supply of teaching staff strength in public secondary schools in Kano metropolis.

Teaching staff refers to those who are professionally trained in the education faculty of any tertiary institution to transfer knowledge to another called the student in a prescribed manner in a school. Teaching staff strength

are the number of male and female with relevant skills, who are gainfully employed and posted by the state ministry of education to any public secondary school. The key to quality education is correlate of the availability of a well trained and competent teaching staff whose effectiveness translate to performance of students in external examinations such as WAEC, NECO and JAMB.

(Adebule, 2005 in Agbongiasede, 2005) without examination malpractice, quality of education at any level can be defined as the extent to which the end products of the system is able to take up higher education and is entrepreneurially viable to fit into the larger society.

National language has many unique properties among which, is that it plays dual role in most known formal educational systems. Thus it features, on the one hand, as a subject on the school curriculum and accordingly permits one to lack language in much the same way that one would lack of physics education, Science Education, Economic Education, etc. on the other hand and completely unlike any of the other subjects on the curriculum, it also serves all over the world as the medium of instruction in all subjects, including itself.

This latter role of it is fully captured under the title of language in education. Thus language education and language in education refers to the two distinct roles that natural language plays in education.

After the attainment of political independence in 1960, the wisdom of giving English so much importance in government and education gradually to be questioned. Thus, some people felt, and openly canvassed in parliament to be replaced as official language by one of our indigenous languages some twenty years after independence (Bamgbose 1976:- 12-13). Others who were

particularly worried by the problem most people the country actually have in understanding English and communicating well in it, advised that more effort should be put into the teaching of the major indigenous language to enable them to serve as an alternative to English as official means of communication in Government and businesses (Osaji 1979:159 quoting the white paper of udoji report). The overall effect of suggestions and pressures of this kind was to bring about an important shift in the attitude of Government, particularly at the federal level, to the indigenous languages. The shift took, to begin with, the form of an admission by Government of what had long been known by linguist and anthropologist, namely, that a language is simultaneously a vehicle for people culture and a means of maintaining and indefinitely preserving that culture. The implication of this, which Government came to see and appreciate, is that if we are not ultimately to lose our national identity together with our rich indigenous culture then we must begin to pay more attention to the teaching of our indigenous languages.

With regards to these considerations, the Federal Government began from the late 1970's onwards to take official interest in, and make policy pronouncements on the teaching of indigenous languages, instead of concerning itself solely with English as hitherto.

The official document first published in 1977, revised in 1981, 1984, 2009 titled Federal Republic of Nigeria National Policy on Education (NPE), the Federal Government for the first time laid it down as a policy for the whole country that:

- (a) In primary school, which lasts six years, each child must study two languages, namely:

- (i) His mother-tongue (if available for study) or an indigenous language of wider communication in his area of domicile
- (ii) English language and
- (iii) Just any one of the three major indigenous language in the country, namely, Hausa, Igbo and Yoruba.

But as if to make assurance doubly some that the Government's power in this particular matter is placed well beyond doubt is dispute, a brand new subsection was written into that portion of the country's 1989 constitution dealing with the educational objectives of the state policy. The subsection in question, v12: subsection 19(4) says simply that "Government shall encourage the learning of indigenous languages". It is providentially cast in such general terms as allows it to be easily read as fully sanctioning everything the Government has done up to that point in this in regard to the teaching of the indigenous languages. Thus, it sanctions the policy requiring the teaching at the primary and junior secondary school levels of the child's mother tongue or, in the alternative, some indigenous language of wider communication in his place of domicile. There being nothing specifically sent there to the contrary, it can also be readily construed as permitting the teaching of the three major indigenous languages as second languages .

#### **2.4 Empirical Studies**

This analysis reviews a wide range of empirical studies that examined the impact of teacher characteristics on teacher effectiveness in order to draw conclusion about the extent to which these characteristics are in fact linked with teachers' performance.

Teacher quality is a sure catalyst to have impacted or as a factor influencing the students' academic performance. The preceding analysis reviews a wide range of empirical studies that have direct link between the quality of a teacher or characteristics of the teacher's quality on how it influences the academic performance of students on a particular subject area. In this case the teacher of Hausa language in senior secondary schools in Kano metropolis.

Many studies have established that inexperienced teacher (those with less than say two to three years of experience) are most likely less effective than well experienced senior teachers, the benefits of experience appear to level off after about five years (Rosenholtz 1986, in her book 'Production in Secondary School').

According to Darling-Hammond (2000) in her book, 'Teacher Quality and Student Achievement': "while student demographic characteristics are strongly related to student performance at the state level, they are less influential in predicting academic performance levels than variables accessing the quality of the teaching staff. Teacher quality variables appear to be more strongly related to students' academic performance than class size or teacher salaries."

According to Sanders (1999) in his book 'Teacher Quality and Educational', "the single biggest factor affecting academic growth of any population of students is the effectiveness of individual classroom teacher. The teacher's effect on academic growth down size and renders as trivial all these other factors that people have historically worried about."

Other findings from value added Research and Assessment centre show that “teachers are the single most important influence on student progress, and even greater determining factor than socio- economic status and school location (Archer 1999)”

Another finding that supports the above assertions comes from Archer (1998) in his book ‘The Link Higher than Score Education Week’, who reported that researches in a Dallas school have shown that “having a less qualitative teacher can significantly lower a student’s performance over time, even if the student later gets more competent teachers.” this assertion could be very interesting considering the nature of our schools here in Nigeria generally and in Kano Quite a number of researchers have argued that teacher quality is a powerful predictor of students academic performance.

According to Darling Hammond (2000) in her analysis of teacher preparation and students academic achievements across the states, narrated that “measures of teacher preparation and certification are by far the strongest correlates of students academic achievement in subjects.” She contended that measures of teacher quality are more strongly related to students’ academic achievement than other kinds of educational investments such as reduced class size, overall spending on education teacher remuneration.

In contrast to the approach used by Darling Hammond, which equates teacher quality with specific qualifications, Rivkin, Hamshek and Kain (1998) in their book ‘Elementary and Secondary Education Teacher Quality and changes Initial Teacher Training’ identify teacher quality in terms of student academic performance results. Their research identifies teacher quality as the most important school-related factor influencing students’ academic

achievement. From the analysis of 400,000 students in 3000 schools conducted by them, they conclude that, while school quality is an important determinant of students' academic achievement, the most important predictor is teacher quality.

Sanders (1998) and Sanders and Rivers (1996) in their book 'Cumulative and Residual Effects of Teachers on Future Student Academic Achievement (research progress report) in university of Tennessee Value- Added assessment center' argue that the single most important factor affecting students academic achievement is teachers and effects of teachers on student academic achievement are both additive and cumulative.

In effect, they contend that lower achieving students are the most likely to benefit from increase in teacher effectiveness. All put together, these multiple sources of evidence- however different in nature- all conclude that quality teachers are critical determinant of student academic achievement.

The National Policy on Education (2009) stated that the "teacher education will continue to be given a major emphasis in all our education planning because no education can rise above the quality of its teacher". The policy stated that, the purpose of teacher education in Nigeria is as follows:-

- a- To produce highly motivated conscientious and efficient classroom teachers for all levels of our education system.
- b- To encourage further, the spirit of enquiry and creativity in teachers.
- c- To help teachers fit into the social life of the community and society at large and to enhance their commitments to national objectives.

d- To provide teachers with intellectual and professional background adequate for the assignment and to make them adaptable to any changing situation not only in their country but in the wider world.

On the other hand, on the issue of students' achievement, generally there are certain factors that influence the achievement of students. The background of the students, which is the home background, the nature of the environment the students come from influences their performance in school. The socio-economic status of the parents plays a vital role in the academic performance of the students.

Aduwa (2004), the determinants of students' academic success reported that students' home environment, their cognitive abilities, self esteem, self concept, study habits and motivation affect their academic success. The peer group to which the students belong to plays a significant role. That is if a child is lucky to find himself in a peer group that are more serious and concentrate in their studies, the end result will be excellent.

It is on the other hand, if a student happens to find himself in the contrary group, he will not concentrate in his studies, the reverse will be the case Igwe (2000).

Conducive atmosphere for teaching greatly influences achievement in terms of learning. The learning environment should be conducive, not congested. And spacious enough for the learners, an environment that is not conducive affects learning seriously.

The usage of instructional materials that are relevant influences student's performance. A great teacher teaches with instructional materials, which greatly help or make the teacher teach easily, so also the students understand or

receive the message easily. “A teacher that uses instructional materials during his teaching is just like finishing about 70% of the job. The remaining 30% will be covered by explanations, questions and answers”. Shehu (1988).

Teacher training program is a vital factor that influences achievements of students. The education commission (1964-1966) said “A sound program of professional education of teachers is essential for qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

The national policy of education states, “No education system can rise above the quality of teachers in the system”. (FGN, 2006). Ogunsaju (2004) states that the academic standard in all Nigerian educational institutions has fallen considerably below expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by any one who is aware of the significant role of education as an instrument of societal transformation and development. There is a great need for the training and re-training of teachers for the improvement of students’ performance.

## **2.5 Summary**

This chapter discusses the issue of teacher education and the teaching of Hausa language generally. In this research also the researcher is able to highlight the important variables of teacher quality and the student academic achievement on the theoretical conceptual background of the study. It has also reviewed empirical studies related this study, studies that have direct bearing with current areas of teacher quality and student academic achievement.

In summary, this chapter enumerated the depth and quality of literature on effectiveness and students academic achievement are not as robust as that of class size literature; however, the literature that exist on the relationship between teacher effectiveness and student academic performance are much more consistent and positive in this relationship than are the findings on the relationship between class size and student achievement.

Even though assessing what makes a qualitative teacher's extremely difficult as it will change over time depending on the quality of initial preparation, the quality of on-going staff development, the level of support the teacher experiences in his/her teaching.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter described the design, method and procedure employed in the conduct of this research (perception of the relationship between teachers quality and students academic performance in Hausa language in senior secondary schools in Kano metropolis). The population, sample and sampling techniques, data gathering techniques, administration and analysis, reliability and validity as well as pilot study were discussed in the chapter.

#### **3.2 Research Design**

In this study a descriptive research design was used. According to Gay (1981) it involves collecting of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. Descriptive research could be case study, survey study, developmental study or co-relational study. In all the above cases, given phenomena or variables are described, as they exist as at the time of the study.

The descriptive design as used in this research it is a co-relational study and this type of study seeks to establish the relationship that exists between two or more variables. Hence the survey tool was used as an instrument for data collection.

#### **3.3 Population of the Study**

The population for this study consists of 20 senior secondary schools of Kano metropolis with a total of 9,938 students and a total number of 75 Hausa teachers. The distribution of the population is presented in table 3.1 below.

**TABLE 3.1** Population of senior secondary schools II Students in Kano Metropolitan (SSII)

S/N	SCHOOLS	MALE	FEMALE	TOTAL	HAUSA TEACHERS IN THE SCHOOL
1	RUMFA COLLEGE KANO	952	-	952	5
2	SHEKARA GIRLS COLLEGE		285	285	6
3	GSS SHARADA	926		926	6
4	HASIYA BAYERO		462	462	4
5	GGSS GANDUN ALBASA		409	409	2
6	GSS KUNDILA	737		737	5
7	GGSS UNGWAR UKU		296	296	3
8	GGC DALA		436	436	4
9	GGG GWAMMAJA	599		599	03
10	GSS DALA	938		938	3
11	GSS GWALE	834		834	6
12	GSS G/DUTSE	446		446	05
13	GGSS DORAYI BABBA		152	152	03
14	GSS STADIUM	597		597	04
15	ADSS BUKAVU GIRLS		437	437	03
16	KANO CAPITAL GIRLS		140	140	1
17	GSS TARAUNI	558		558	06
18	GGSS MAIKWATASHI		420	420	03
19	GGSS MAGWAN		223	223	02
20	KANO CAPITAL BOYS	91		91	01
	<b>TOTAL</b>	<b>6,678</b>	<b>3,260</b>	<b>9,938</b>	<b>75</b>

SOURCE: SSMB, KANO (2012)

**TABLE 3.2** Number of Teachers by School in Kano Metropolis

S/N	SCHOOLS	TOTAL NUMBER OF TEACHERS	HAUSA TEACHERS IN THE SCHOOL
1	RUMFA COLLEGE KANO	59	5
2	SHEKARA GIRLS COLLEGE	54	6
3	GSS SHARADA	56	6
4	HASIYA BAYERO	34	4
5	GGSS GANDUN ALBASA	11	2
6	GSS KUNDILA	45	5
7	GGSS UNGWAR UKU	35	3
8	GGC DALA	54	4
9	GGG GWAMMAJA	46	03
10	GSS DALA	53	3
11	GSS GWALE	65	6
12	GSS G/DUTSE	62	05
13	GGSS DORAYI BABBA	29	03
14	GSS STADIUM	48	04
15	ADSS BUKAVU GIRLS	29	03
16	KANO CAPITAL GIRLS	11	1
17	GSS TARAUNI	69	06
18	GGSS MAIKWATASHI	39	03
19	GGSS MAGWAN	27	02
20	KANO CAPITAL BOYS	11	01
<b>TOTAL</b>		<b>827</b>	<b>75</b>

SOURCE: SSMB, KANO (2012)

### 3.4 Sample and Sampling Technique

Sample of the study comprised the teachers and the students in selected senior secondary schools, in Kano metropolis. There are Eight Local Governments in Kano metropolis and each Local Government was selected to serve as sample in the study. The research selected all the 75 Hausa teachers in 20 selected secondary schools and out of which 250 students were selected using proportionate sampling to serve as the samples for the study in the

selected senior secondary schools in line with Tippets (1927) table of random numbers.

**Table 3.3 Sample of teachers and students using proportionate sampling in 20 selected senior secondary schools.**

S/N	SCHOOLS	TEACHERS	STUDENTS		
			MALE	FEMALE	TOTAL
1	Rumfa College, Kano	05	15	-	
2	Shekara Girls College	06	-	10	
3	GSS Sharada	06	15	-	
4	Hasiya Bayero	04	-	14	
5	GGSS Gandun Albasa	02	-	15	
6	GSS Kundila	05	12	-	
7	GSS Unguwa Uku	03	-	11	
8	GGC Dala	04	-	12	
9	GGG Gwammaja	03	-	15	
10	GSS Dala	03	15	-	
11	GSS Gwale	06	14	-	
12	GSS G/Dutse	05	12	-	
13	GGSS Dorayi Babba	03		08	
14	GSS Stadium	04	12	-	
15	ADSS Bukavu Girls	03	-	15	
16	Kano Capital Girls	01	-	08	
17	GSS Tarauni	06	14	-	
18	GGSS Maikwatashi	03	-	15	
19	GGSS Magwan	02	-	12	
20	Kano Capital Boys	01	06	-	
<b>TOTAL</b>		<b>75</b>	<b>115</b>	<b>135</b>	<b>250</b>

Random sampling technique was used to ensure quota of the sample relative to the population and guaranteed that minority constituents of the population are represented in the sample. The sampling error is reduced. Probability sample selection methods were used. The researcher selected some of SS2 students in each of the sampled schools.

Random sampling was used in determining the sample size of the research. Random sampling from a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an

equal chance of being included in the sample. All the schools had equal and independent chance of being selected in this research. In the case of selecting the research subjects from the schools, the name of each element of a finite population on a slip of paper, was prepared into a box or a bag and mix together thoroughly and then drawn without looking the required number of slips for the sample one after the other without replacement. In doing so, the researcher must make sure that in successive drawings each of the remaining elements of the population had the chance of being selected.

### **3.5 Instrumentation**

The major tools used in the collection of data for this research are questionnaires and interviews. The instruments were designed by the researcher in order to obtain reliable and valid information for the research.

Questionnaire is a method of data collection and is quite popular, particularly in case of enquiries. It is adopted by research workers, private and public organizations and even by government. In this method the questionnaire was given to the persons concerned (ie the teachers), requesting them to answer the questions and return the questionnaires.

The questionnaire consists of five sections i.e. section A to section E. Section A contains information of personal data of the respondents, and section B to E required responses of alternative options from the respondents.

Interview is a method of getting information through the process of conversation between the interviewer and the respondents. The students were given questions of standardized examination to answer in order to test their academic performance. The results of the examination will measure the academic performance of the sampled students in Hausa language.

The type of interview was written questions by the researcher. The questions are ten (10) in number. The respondents (ie students) to the interview questions were gathered in one class and they were briefed on the essence and relevance of being asked the questions and the importance of their being able to answer the questions correctly ie honestly and that it was a highly confidential information that did not involve their school authority in anyway.

This in essence meant that it was just a research associated interview that would not involve the students' academic pursuits or well-being in anyway. This made the students feel free to express their views and it was very helpful because it facilitated the smooth running of the interview.

### **3.5.1 Validity of Research Instruments**

Instruments for data collection were given to lecturers and administrators for their comments. This was to ensure that the items of the questionnaires measured what they were supposed to measure; necessary corrections were made.

The data collected from the instrument was analyzed using face validity of the survey. According to Anastasia, Uzosika (2008) face validity of a survey instrument of this kind is considered adequate for its validity.

### **3.5.2 Pilot Study**

A pilot study was carried out in Government Senior Secondary School Naibawa, which was not part of the sample of the study. Four Hausa teachers were given questions and 20 students were also given the questions to answer. The aim of the pilot study was to ascertain the reliability of the instruments, their difficulty level and whether they had power to discriminate over results. The instruments were administered and scored by the researcher and research

assistants. This was to pave way for corrections of the interview schedule and questionnaires items for immediate commencement of field work.

### **3.5.3 Reliability of the Instruments**

The reliability of the instruments was calculated using split half method. Afolabi (1998) explains reliability as the consistence and dependability of the instrument, to measure what it is suppose to measure. Therefore, Pearson product moment co-efficient of correlation was adopted to determine the reliability of the instruments. The reliability for the instrument was 0.88. This value of the product moment of correlation shows that the instrument is reliable, Thus, making it a standard instrument.

### **3.6 Procedure for Data Collection**

The researcher sought permission from the state ministry of education for successful administration of the instruments. A letter of introduction was given to the researcher from Senior Secondary School Management Board Kano. The letter helped the researcher in the administration of the test instrument. The collection of data was carried out by the researcher with the help of research assistants and the teachers in the sampled senior secondary schools in Kano metropolis. Two days were given to each teacher to fill the questionnaire items. The whole exercise lasted two weeks. The process of responding to the questionnaires was explained to the students in order to ensure valid data were collected.

The questionnaires and the interview were in line with the objectives of the research. The questionnaire was purposely meant for the teachers, and the interview was meant for the students. The questionnaire was taken to the sample schools and given to various teachers.

### **3.7 Procedure for Data Analysis**

The data was analyzed using descriptive and inferential statistics. Descriptive statistics of mean, standard deviation and frequency count were used to summarize the research questions while differences and relationships that existed in teachers' quality and student's academic performance were established using R-test and (ANOVA) to determine the significant difference between the categories of teachers' quality and students' academic performance. Points of significant difference were determined using least significance difference (LSD) post hoc analysis.

The statistical tests analyzed using statistical package of social science (SPSS) version 15.0 and alpha level was fixed at 0.05.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.1 Introduction:

This chapter dealt with analysis of data and results obtained were presented. Research questions were also analyzed using the descriptive statistics mean, standard deviation and frequency count. The research hypotheses, data were tested using chi-square and analysis of variance (ANOVA) to test the individual hypothesis.

#### 4.2 Presentation of Data

The demographic characteristics of the respondents opinions on the perception of the relationship between teachers quality and students academic performance in Hausa language in senior secondary schools in Kano metropolis. selected along their There were four variables considered in this study, which includes Teachers Qualification Certification, Teaching Experience, Knowledge of the subject matter, Methods of Teaching and Students Academic Performance as shown in Tables 4.1(a) to 4.1(d) below

**Table 4.1(a) Demographic Data on Teachers' Qualification**

Teachers' Qualification	No. of Teachers
Grade II/DIP	10
NCE	20
BA/B.Ed	30
MA/Med	15
Total	75

The demographic data on teachers qualification shows that those with qualification of degree BA/B. ED are more in number than those with grade II/ Diploma, NCE, and M. ED

**Table 4.1(b) Demographic Data on Teachers' years of Teaching Experience**

Teachers' Teaching Experience	No. of Teachers
Less than 5 years	12
Between 5–10 years	24
Between 10–20 years	25
Above 20 years	14
Total	75

The demographic data on teachers teaching experience shows that those teachers that have experience between 10 – 20 years are more in number than those that have less than ten years.

**Table 4.1(c) Demographic Data on Teachers' Knowledge of Subject Matter**

Teachers' Knowledge of Subject Matter	No. of Teachers
Teachers with Hausa major	52
Teachers without Hausa major	23
Total	75

The demographic data shows clearly that the teachers who studied Hausa as a major subject are more than those who studied Hausa as a minor subject.

**Table 4.1(d) Demographic Data on Teachers' use of teaching Methods**

Teachers' Uses of Teaching methods	No. of Teachers
Teachers with Hausa major	52
Teachers without Hausa major	23
Total	75

The demographic data shows clearly that those teachers with Hausa major use different types of teaching methods more than those teachers' without Hausa Major.

### 4.3 Analysis of Data:

This study was on the perception of relationship between teacher quality and students academic performance in Hausa Language in senior secondary schools of Kano metropolis. The research raised four (4) research questions.

#### Research Questions

The study sought to provide answers to the following research questions:

#### Research Question 1:

What is the difference between students academic performance in Hausa taught by teachers of different qualifications in Senior Secondary Schools in Kano metropolis?

**Table 4.2 Teachers Qualification and Students Academic Performance**

Teachers' Qualification	No. of Teachers	Students Academic performance			
		No.	Df	Mean	Std. Dev.
Grade II/DIP	10	60	-	30.18	4.45
NCE	20	80	-	45.20	5.84
BA/B.Ed	30	60	-	50.00	6.78
M A/MEd	15	50	-	55.38	3.54
Total	75	250			

The above table revealed that students' academic performance in relation to their teachers qualification differs slightly as the mean score of students whose teachers had NCE was 45.20 and their standard deviation was 5.84. For teacher with qualifications varying from BA/B.Ed 50.00/6.78 MA/MEd 55.38/3.54 and GradeII/DIP is 30.18/4.45. The result showed that the mean performance of students was greatly improved. The students taught by teachers with higher qualifications perform better than those with lower qualification.

#### Research Question 2:

How does teachers' year of teaching experience affect students' academic performance in Hausa in selected secondary schools in Kano metropolis?

**Table 4.3 Teachers years of teaching experience and Students Academic Performance**

Teachers years of teaching experience	No. of Teachers	Students Academic performance			
		No.	Df	Mean	Std. Dev.
Less than 5 years	12	40	-	53.38	4.87
Between 5–10 years	24	80	-	50.00	4.00
Between 10–20 years	25	50	-	45.20	5.37
Above 20 years	14	80	-	50.18	5.58
Total	75	250			

In the above table, differences was established among students’ academic performance in relation to their teachers years of teaching experience, the results showed that there was no clear cut pattern between teacher’s years of teaching experience and students’ academic performance.

**Research Question 3:**

What is the relationship between teachers’ knowledge of the subject matter and the performance of students in Hausa in Secondary Schools in Kano Metropolis?

**Table 4.4 Showing mean perception of Teachers Knowledge of Subject Matter and Students Academic Performance.**

Teachers Knowledge of subject matter & Students Performance	No	Mean	Std Dev
Teachers	75	59.8	12.7
Students	250	55.4	9.8

In the table above the mean of 59.8, 53.4 and standard deviation of 12.7,9.8 respectively reveals that Teacher’s knowledge of subject matter has a positive impact on the performance of students, Here Teachers with deeper knowledge of subject matter produced better students than those taught with shallow knowledge of the subject.

#### **Research Question 4:**

What is the relationship between students' academic performance and teachers' use of different methods of teaching in senior Secondary Schools in Kano Metropolis?

**Table 4.5 Showing Teachers Method of Teaching and students Academic Performance**

Teachers Method of Teaching & Students performance	No	Mean	Std Dev
Teachers	75	2.33	1.08
Students	250	55.3	9.78

In the table above the mean of 2.33, 55.3 and standard deviation of 1.08, 9.78 respectively reveals that no significant relationship exist between the teachers use of different method of teaching and students academic performance.

#### **4.4 HYPOTHESES TESTING**

Four hypotheses were tested at 0.05 level of significance using Chi-square and analysis of variance. The results were summarized below.

##### **Research Hypotheses**

HO<sub>1</sub>: There is no significant relationship among students academic performance in Hausa taught by teachers of different qualifications.

**Table 4.6: Analysis of Variance for Performance of Students in Hausa with respect to Teacher's Qualification**

Source of variation	Sum of squares	Df	Mean square	r.cal	r cri	Sig
Between groups	117.496	3	59.165	6.15	9.01	NS
Within groups	23659.404	246	96.176			
Total	23836.900					

The table above present analysis of variance (ANOVA) test between teachers various qualification in respect of instructional delivery and students performance after examination F calculated value. 615 is less than F critical value 9.01 at df 2 ( $F_{cal.} 615 < F_{cri} 9.01$ ) 0.05 two tailed test. The null hypothesis which states that there is no significant relationship between teacher qualification and student's performance in Hausa language is therefore accepted.

HO<sub>2</sub>: There is no significant relationship among students academic performance in Hausa whose teachers have different years of teaching experience.

**Table 4.7: Showing analysis of Teachers years of experience and students academic performance**

Source of variation	Sum of squares	Df	Mean	f.cal	f cri	Sig
Between groups	535.199	2	267.59	2.86	9.01	NS
Within groups	23301	248	94.33			
Total	23836.900					

The table above present analysis of variance (ANOVA) Test between teacher's years of experience and students performance in Hausa examination F calculated value 6.15 is less than F critical value 9.01 at df 3. ( $F_{cal} 6.15 < F_{cri} 9.01$ ) 0.05 two tailed test. The null hypotheses which states there is no significant relationship between teachers years of experience and students academic performance in Hausa Language is therefore accepted.

HO<sub>3</sub>: There is no significant relationship between students academic performance in Hausa and teachers possession of knowledge of the subject matter in Hausa.

**Table 4.8; Showing analysis of Teachers possession of knowledge of subject matter and students' academic performance**

Variables	N	Df	means	r cal	r cri	Sig
Teachers Knowledge of Subject Matter	75	-	-86.7	.398	.138	0.05
Students Academic performance	250	-	-264.7			

The table above presents correlation matrix between teacher's knowledge of subject matter and academic performance of the students with the mean score of 86.9 and 264.7. The correlation r. 398 calculated is greater than r critical value .138 ( $r_{cal} .398 > r_{cri} .138$ ) at df 248 since the calculated value r.398 is greater we therefore reject the null hypothesis which states there is no significant relationship between teachers knowledge of the subject matter and students academic performance. The rejection was due to the strong and positive relationship found at 0.05 level of significance.

HO<sub>4</sub>: There is no relationship between students' academic performance and teachers' uses of different methods of teaching in selected Secondary Schools in Kano Metropolis.

**Table 4.9 Showing Analysis of Teachers use of Different method of Teaching increase students academic performance.**

Teachers' Qualification	N	Mean	r cal	r cri
Teachers use of Method Of Teaching	75	2.33	4.52	8.41
Students Academic performance	250	55.4		

In the table above a mean of 2.33 and 55.4 revealed that no significant relation exists between the teachers use of Method of teaching and students academic performance as  $r_{cal} 4.52 < r_{cri} 8.41$  as such the null hypothesis is accepted.

#### **4.5 MAJOR FINDINGS**

- (1) Teachers qualification/certificate has no significant relationship with students academic performance.
- (2) Teachers years of experience has no positive relationship with a students academic performance
- (3) Teachers knowledge of subject matter was found to established a strong relationship with students academic performance.
- (4) Teachers use of pedagogical skills has no relationship also with students academic performance in Hausa language.

#### **4.6 Discussion of Major Findings Based on Research Questions**

The result from the data collected analyzed were interpreted and discussed, and the following discussion were revealed.

### **Research question (1)**

What is the difference between student's academic performance in Hausa taught by teachers of different qualifications?

From the result in table 4.2 it indicates that student's academic performance slightly differs in relation to the teachers qualification with the means score of 45.20 of teachers with NCE, and standard deviation of 5.84.

However, teachers with varying qualification from BA/Bed, and others with mean score 5.00 and std dv 6.78, MA/Med 55.38 and std dv 3.54 and Grade II/DIP 30.18 and standard deviation of 4.45. It shows that result of teachers will improve student's academic performance. This result agrees with the assertion of Guga (1998). Who claimed that education can not be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction. This can only be achieved by a qualified personnel and with high qualification; the result also agree with study of Betts et-al 2003 which suggest that teacher with emergency certification (unqualified or without teaching qualification) negatively influence middle and high school students.

### **Research question (2)**

How do years of teaching experience of teachers affect student's academic performance.

The result of table 4.3 reveals no clear cut pattern between teacher's years of experience and students academic performance with the mean score and standard deviation of 53.30,4.87,50.00,4.00,45.20,5.37 and 50.18,5.558, it indicates that teachers experience is in line with students perform. This result establishes that in experience teacher's performance less effectively than

experienced ones, it is however, agrees with the work of Green Wald et al 1996 which reveals that there is a stronger positive relationship between experienced teacher and student's outcome. But in the other way Mud Carr 2006, Calisher, 2004 in their study detect no meaningful difference between more and less experienced teachers.

### **Research question (3)**

What is the relationship between teacher's knowledge of the subject matter and the performance of students?

From the table 4.4, the result reveals a significant impact of teachers knowledge of the subject matter on the performance of students with mean score 59.8 and Standard Deviation 12.7 of the teachers and 55.4 and Standard Deviation 9.8, here it clearly signify that teachers with deeper knowledge of subject matter produced better students than those taught by teachers with shallow knowledge of subject matter. This result agrees with the assertion of Majason (1995) in which he indicated that the mastery of relevant knowledge is one of the most important attribute of the teacher. Having knowledge of subject matter a teacher would command respect of his students and increase their academic performance.

### **Research question (4)**

What is the relationship between student's academic performance and teacher's use of different methods of teaching?

The result in table 4.5 reveals no significant relationship between the two variables with mean score of 2.33, 55.3 and Standard Deviation 9.78 for the students respectively. This result disagree with the assertion of Borich 2000

where he stressed that the effective teacher in inductive class use of time, good relationship with students will provide positive feedback.

In an attempt to find out the perception of the relationship between teacher quality and students academic performance in Hausa language in senior secondary schools of Kano Metropolis, the result reveals significant relationship between the two variables. From the findings of this study the (4) null hypotheses formulated and tested at 0.05 levels of significance  $H_{01}$ ,  $H_{02}$  and  $H_{04}$  were accepted while  $H_{03}$  was rejected based on the decision.

**$H_{01}$**  states that: There is no significance relationship between teachers qualification and students academic performance in Hausa.

In table 4.6 the result showed that  $r$ -cal values (6.15) is less than  $r$ -cri values of various qualifications in respect of instructional delivery and students performance has significant relationship. Thus concerned with the assertion of Carr 2006 who indicates that highly qualified teachers or those with both full certificate and demonstration of a subject matter competency are associated with increased elementary and middle school achievement in reading.

**$H_{02}$** : There is no significant relationship among students academic performance in Hausa language, whose teachers have different years of teaching experience in senior secondary schools.

In table 4.7 it showed that the analysis of variance between teacher's years of experience and students performance reveals that there exist no significant differences as the  $F$  Cal values 2.86 is less than the  $F$  cri 9.01 as such it is concluded that no difference exist between students academic performance and teachers years of experience. This and Gallagher 2004 in

which they detected no meaningful differences between more or less experienced teacher on the achievements of students.

But this result contradict the work of Walberg Wax man 1993 in which his research was found consistent with positive relationship between students learning and teacher flexibility, creativity and adaptability, which are all part of his experiences.

**Ho<sub>3</sub>:** There is no significant relationship between students academic performance in Hausa language and teacher possession of knowledge of the subject matter.

Table 4.8 showed a correlation matrix between teacher's knowledge of the subject matter and academic performance of students. The correlation  $r_{cal}$  .398 is greater than  $r_{cri}$  .138, it is therefore concluded that there exist significant relationship between students performance and teachers knowledge of subject matter in Hausa language, as such the null hypothesis is rejected.

This result agrees with the observation of Majason (1995) in which he maintained that the mastery of relevant knowledge of subject matter is one of the most important attribute of the teacher which enhances students performance.

**Ho<sub>4</sub>:** There is no significant relationship between student's academic performance and teachers use of different methods of teaching.

In table 4.9 the result showed that no significant relationship exist as mean score of 2.33 and 55.4. and the  $r_{cal}$  4.52 is less than  $r_{cri}$  8.41 as such the null hypothesis is retained. This result agrees with the assertion of Borich (2000) where he indicated that the effectiveness of teaching or teacher

characteristics are lesson clarity, use of instructional varieties and teachers engagement in learning process.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction:

It is the hope of this researcher that conclusions, recommendations as well as the suggestions made in this study will be implemented by authorities concerned.

#### 5.2 Summary

In the course of the study, four objectives were raised, which include the following:

- i. Determine the relationship between teachers qualification/certification and students academic performance in Hausa language.
- ii. Establish the relationship between teacher years of teaching experience and students academic performance in Hausa language.
- iii. Establish the relationship between teachers knowledge of subject matter and students performance in Hausa language.
- iv. Examine how teachers teaching methods influence student academic performance in Hausa in the senior secondary school in the metropolis.

Four research questions were raised and four research hypotheses formulated and tested at 0.05. Twenty Senior Secondary Schools were selected to represent the sample in the study area. 250 Students from SSII classes were randomly selected across the sampled schools. On the other hand, all the seventy five (75) Hausa language teachers were selected from the secondary schools in the metropolis to represent the sample in the population of teachers in Kano metropolis. Standardized examination results of SSII students were collected from the selected schools' examination offices. Forty (40) item

questionnaires were administered to teachers and retrieved with the help of research assistants, after few days. The questionnaires were analyzed using descriptive statistics of mean and standard deviation. Data gathered were analyzed at 0.05 level of significance.

The results from the data collected were analyzed, interpreted and discussed, and the following findings were revealed:

- (1) Teachers' qualification/certificate has no significant relationship with students' academic performance
- (2) Teachers' years of teaching experience has no positive relationship with a students' academic performance
- (3) Teachers' knowledge of subject matter was found to establish a strong relationship with students' academic performance.
- (4) Teachers' use of pedagogical skills has no relationship also with students' academic performance in Hausa language.

### **5.3 Conclusion**

The study was aimed at finding out the relationship between teachers quality and students academic performance in Hausa language in senior secondary schools, Kano metropolis. The result of the study indicated that hypotheses 1, 2 and 4 were all accepted and hypothesis 3 was rejected and this led to the conclusion that teacher's quality has no significant relationship with student's academic performance. And teacher's knowledge of subject matter played a significant role in the academic performance of students. From the findings these conclusions were drawn.

- (1) Hausa language teachers are encouraged to further their studies so as to increase their knowledge and experience in their subject field or area of specialization.
- (2) Hausa language teachers should be well committed to their duty
- (3) Hausa teachers were encourage to use different teaching methods to make their students learn better.
- (4) Hausa teachers should know their subject matter very well so that they could help their student to learn better.

#### **5.4 Recommendations:**

The National Policy on Education postulated that “No Education could rise above the quality of its teachers”. The student’s performance depend upon the quality of the teachers. Therefore, poor performance of students in Nigeria was also attributed to lack of quality teachers in our schools. Based on the proceedings conclusion, the following recommendations were made.

- (1) Teachers of Hausa language should be encouraged to go for both long term and short term training to boost their quality in teaching and learning in senior secondary schools. This is because by so doing, their power of knowledge and command of experience would be greatly enhanced or boosted and this serves importance to both the teachers and students.
- (2) Government should ensure the adequate recruitment of dedicated, qualified teachers to teach in all senior secondary schools in the study area in particular and the country in general.
- (3) Teachers should be encouraged to use different teaching method during teaching.

- (4) Teachers should also attend seminars, workshops to keep abreast of new teaching approaches.
- (5) Teachers with long years of experience should be encouraged and motivated to stay in teaching profession as the length of service/ experience significantly affects the students' performance in Hausa.
- (6) Teachers' Registration Council should introduce tests and examinations for teachers at regular intervals.
- (7) That government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

Conclusively, teachers of Hausa language were expected to use instructional materials from time to time as the need arises to develop interest in learning of Hausa language to their students.

### **5.5 Contribution to Knowledge**

The study of the perception of the relationship between teachers' quality and students' academic performance in Hausa language has revealed that:

- i. Teachers' quality improved students' academic performance to a great extent.
- ii. The use of pedagogical skills by teachers improves students' academic performance.

### **5.6 Suggestions for further studies**

Similar research should be undertaken in the Junior School Certificate Examination in Hausa language. Similarly, research can also be extended to

other schools in Kano State. The study can also be carried out in other subject areas.

## REFERENCES

- Adeniji, I.A (1999) *A path-analytical study of some teacher characteristics and teachers job performance in secondary schools in Ogun State*. unpublished Ph.D. thesis, educational management department, University of Ibadan.
- Adewunmi, S.A. (2000) *the relationship between supervisory climate and teacher-student performance in secondary in Oyo State, Nigeria*. Unpublished Ph.D. thesis, educational management department, University of Ibadan.
- Aduwa S.E (2004) *Dynamising the instructional system: An enquiry for effective childhood education in Nigeria*. Nigerian journal curriculum studies, 11 (2), 239-245.
- Agbongiasede, E.E (2008) *Secondary Education: The base for functional skills and qualitative education in Nigeria in the 21<sup>st</sup> century*. journal of teacher perspective (JOTEP) vol. 2(1) association of Nigerian teachers.
- Aggrarwal, J.C.(2006) *Teacher and education in a developing society*. New Delhi, Vikas publishing House PVT Ltd.
- Aggrarwal, J.C. (2008) *Development and Planning of Modern Education*. New Delhi, Vikas Publishing House PVT Ltd.
- Akinsolu, A.O. (2010). *Teachers and student academic performance in Nigerian Secondary Schools: implications for planning*: National Institute for Educational Planning and Administration Nigeria.
- Alamu, J.F Olukosi, J.O. (2010) *Simplified Research Methodology: Principles and practiced*. Zango Great Glory Publishers.
- Andrews, J.W. Beackmon, CR, & Mackey, J.A. (1980) *Preservice performance and the national teacher examinations*. Phi Delta Kappan, 61(5), 358-359.
- Anderson, L.W (1991). *Increasing teacher effectiveness, fundamentals of educational planning*. Paris: international institute for educational planning UNESCO
- Ashton, P, & Crocker, L. (1987, May-June). *Systematic study of planned variations: the essential focus of teacher education reform*. Journal of teacher education, 2-8.
- Aubrey, A.I. (1994). *150 Different ways of knowing: representation of knowledge in teaching*. Retrieved from [www.google.mro.massey.ac.nz](http://www.google.mro.massey.ac.nz) (2011)
- Awofela, A.O.A (2000). *The status of Mathematics teaching and learning in primary school at the year 2000*. unpublished B.Ed project in teacher education: university of Ibadan.

- Ball & Bass, 2000; Burton, de are as aiesen 2008; Lamb & booker, 2003; as Rowland Huckstep & Waites, (2004). [www.education.gov.uk](http://www.education.gov.uk) (*get into teaching school experience*).
- Ball (1998) & Baturu & Nason (1996); event (1994) *student teachers subject matter knowledge within the domain of area measurement*.  
[www.springlink.com/index/p2506524Q80G4161](http://www.springlink.com/index/p2506524Q80G4161)
- Bamgbose, A (1976) *Language in national integration: Nigeria as a case study*: read at the 12<sup>th</sup> West African languages congress, university of Ife Nigeria. March 15-20.
- Bello-Osagie, K, & Olugbamila, A. (2009, December 31). *Events that shape education*. The Nation, P. B2.
- Bichi, M.Y. (1977) *Student guide to research methods*, Kano, Debi co-press.
- Blair, J. (2000) ETS *study links effective teaching methods to test-score gains*. Education week.
- Blunende, R.S. (2001) *Making schools effective in Nigeria*. journal of education research, 5(1), 65 - 78.
- Bruce, W.T (1975) *Measuring Educational Outcomes Fundamental of Testing*. New York Harcourt Brace Jovancit, Inc.
- Byrne, C.J. (1983) *Teacher knowledge and teacher effectiveness: A literature review, theoretical analysis and discussion of research strategy*. Paper presented at the meeting of the northwest educational research association. Ellenville, New York.
- Carr, W. (2006) *Philosophy, methodology and action research*, journal of philosophy of education, 40,4,421,435.
- Childolu, M.E (1996) *the relationship between teacher characteristics, learning environment and student achievement and attitude*.
- Dan Liston, Hilda broco, & Jennie whitcomb (2008) *Teacher educator's role in enchasing teacher quality*. From <http://www.cimt.plymouth.ac.uk>. (April 10, 2011)
- Darling – Hammond, L. (1997) *Doing what matters most: Investing in quality teaching*. New York: national commission on teaching and America's future.
- Darling – Hammond, L. (1999b) *State teaching policies and student achievement*. teaching quality policy briefs, education week (April 10, 2002). Teacher quality.
- Darling-Hammond, L. (2000) *Teacher quality and student achievement*. A review of state policy evidence, Stanford University, U.S.A

- Darling-Hammond, L. (2000) *Teacher quality and students achievement: A review of state policy evidence*. educational policy analysis archives 8.
- Daughlas, N.H (2008) *Teacher training, teacher quality, and student achievement*. From <http://www.google.com.ng> (April 2011)
- Davis G and J.G Valam. (2008) *Quality Educations; Prospects and Challenges*. New Delhi APH Publishing Corporation.
- Emananjo. E.N. (1999) *Language endangerments, native speakers and language Empowerment*. Aba: National Institute for Nigerian Languages.
- Federal Republic of Nigeria (2004) *National Policy in Education*, Lagos Federal Government Press.
- Florida journal of education administration and policy. (2009); *Teachers and students academic performance in Nigerian secondary schools; implications for planning*.
- Gallagher, H.A, (2004) *Vaughn elementary innovation on teacher evaluation system: Are teacher evaluation scores related to growth in student achievement?* Peabody journal of education, 79 (4), 79-107.
- Glass, G.V. (2002). *Teacher characteristics executive summary*, Retrieved from the web April 14, 2004 <http://www.asu.edu/educ/eps/EPRU/>
- Guga, A (1998). *The teacher, teacher education and national development*. Paper presented at the conference facing the challenges of development in teachers and Student's Academic performance.
- Hanusheik, E.A (1996) *Teachers, schools and academic achievement*. national bureau of economic research Massachusetts, Cambridge.
- Hanusheik A.E and Rivkin, G.S (2006) *Teacher quality, in hand book of the economics of education*. Vol. 1 Ed Eric A. Hanusheik and Finis weltch, 1051-78 Amsterdam: North-Holland.
- Kaplan, S.L and Owings W.A (2001) *Alternatives to retention and social promotion*, Phi Delta Kappa educational foundation Bloomington, Indiana.
- Kishan, R.N. (2008) *Global trends in teacher education*. New Delhi, APH Publishing Corporation.
- Kothari, C.A. (2008) *Research methodology methods and techniques*. new age International Publishers.
- Lassa, P. (2000). *Teacher production: A focus on Nigeria. the state of education in Nigeria*. (pp.70 – 83), UNESCO. Abuja.
- Lindberg, I. and Linnekyla, P. (1993) *teaching reading around the world*. Hamburg: *the international association for the evaluation of educational achievement*.

- Marzano, r. Pickering and Pallock (2001) *classroom management that works, Research Based Strategies for every teacher* ASCD [www.ascd.org/publications/books/103027.aspx](http://www.ascd.org/publications/books/103027.aspx)
- Maduagwu, S.N & Nwogu (2006) *resource allocation and management in Education*, PortHarcourt: chadik printing press.
- Mullis, I. Kennedy A., Martin, M. and Sainsbury, M. (2004) *PIRLS 2006 assessment framework and specifications*. Chestnut Hill, MA/Boston College
- Murname, R.J, and Phillips, B.R (1981) *learning by doing, vintage, and selection: three pieces of the puzzle relating teaching experience and teaching performance*. *economics of education review*, 1 (4), 453-465.
- Nwabueze, B.O. (1995) *crises and problems in education in Nigeria*. Ibadan, spectrum books limited.
- Nwaham, C.O: Chukwuma, R.A; (2007) *effective management of teaching manpower for quality education in colleges of education*. NAEP Publication.
- Okorie, N.C & Uche, C.M (2005) *total quantity management (TQM) in Education*. Its imperatives and key concepts: O.J. Prints.
- Oseji, B. (1997) *language survey in Nigeria publication B.13 – 81* international center for research in Bilingualism, Quebec, Canada.
- Owadiac, 1(2010, August 31) *West African senior school certificate examination result*. The punch, p. 39.
- Owolabi (2007) antecedents of current procedures of evaluating learning outcomes in the Nigerian educational system. *Nigerian journal of educational foundations*.
- Rajendra, P.D. (2009) *the school teacher student relations and values*. New Delhi, APH Publishing Corporation.
- Rosenholtz, S.J. (1986). *The organizational context of teaching*. In learning to teach. University of Illinois at Champaign-Urbana.
- Sharma P, (2011) *curriculum research*, New Delhi, APH Publishing Corporation.
- Shehu, K. (1985); *Role of teachers in the school curriculum*. an undergraduate project. supervision and quality of teaching personnel effects on student's academic performance <http://www.academicjournals.org/ERR> ISSN 1990 – 3839(C) 2007 Academic Journals.
- Steven, R. & John, F. (2005) *teachers, schools and academic achievement*, *econometric society* Vol.73 (2) Pages 417-458,03.

Tippett *L.H Caleb* (1927):. *Tippett Random Sampling Publisher: Cambridge University Press.*

Wegulo, F.N. (2008): *Increasing Teacher Quantity and Quality using school-based IDL Instructional Delivery Model.* A case of study of Teacher Training at Egerton University.

Williams, S. (2000) *teacher quality and students performance.* value added research and assessment center, Washington D.C U.S.A

Yusuf O.H. (2009) Lecture Note Unpublished for M. Ed Students ABU Zaria.

## **APPENDIX I**

### **QUESTIONNAIRE FOR: SECONDARY SCHOOL TEACHERS**

#### **QUESTIONNAIRE (SSTQ)**

**Dear Respondents,**

A research is being conducted to assess the relationship between teacher's quality and student's achievement in girl's senior secondary school in Kano municipality. The questionnaire as well as the interview is aimed at gathering information from you. Please provide the information required in this questionnaire as accurate as possible. Every information given by the respondents will be treated confidentially. The information given is only for the purpose of this research.

Thank you in anticipation of your co-operation.

**Yours faithfully**

**Gaji Maiwada Abubakar**

## APPENDIX II

### QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS (SSTQ)

**INSTRUCTION:- TICK RIGHT (?) IN THE BOX APPROPRIATE TO YOUR RESPONSE IN THE FOLLOWING QUESTIONS**

#### SECTION A: BIO DATA

- 1- What is the name of your school? [            ]
- 2- Age [            ]
- 3- Gender: F [   ] M [   ]
- 4- Years of teaching in this school [     ]
- 5- Indicate the class you are teaching [     ]
- 6- For how long have you been teaching the subject [     ]
- 7- What is your academic qualification (a) NCE [     ] (b) BSC/BA/ED  
[     ] (c) M. SC MA/MED [     ]
- 8- Which subject or subjects do you teach (a) Art [     ] (b) Science [     ]
- 9- What is your area of specialization [            ]
- 10- What is your teaching qualification [            ]

## SECTION B: TEACHERS QUALIFICATIONS

- 1- Students with less qualified teachers perform better in Hausa language  
(a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 2- Higher qualified teacher is required to teach Hausa language in secondary school level (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 3- Less qualified Hausa teacher, should not be allowed to teach at secondary school level (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 4- Qualification of Hausa language teacher does not count in terms of students academic performance. (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 5- Teachers of Hausa language with MED BED, perform better at senior secondary school level (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 6- Teachers registered with teachers registration council performs better in the teaching of secondary school students. (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 7- Training of Hausa language teachers improve their qualification. (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 8- Attending of seminars and workshops by Hausa language teacher's makes teaching better than those with degree (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 9- The minimum qualification of those teaching Hausa language in senior secondary school should be BAED, BED/BSC ED (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]
- 10- Training should be made compulsory at regular intervals to Hausa language teachers. (a) SA [ ] (b) A[ ] (c) SD [ ] (d) D [ ]

### SECTION C: TEACHERS YEARS OF TEACHING EXPERIENCE

- 11- Is there any significant progress in the performance of your students over the years you have been teaching them (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 12- Teacher teaching experience is a strong indication and teacher performance in Hausa language (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 13- Experience of a teacher influences student's achievement (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 14- A teacher with long teaching experiences teaches Hausa language (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 15- Students perform better in Hausa language when taught by well experienced teacher (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 16- Teaching a particular class or arm for years improves Hausa (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 17- Training makes teachers to become experienced teachers (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 18- Supervision of teachers by inspectors makes teachers to become more serious with their work. (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 19- Teacher's personality in the classroom also has influence in students performance (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]
- 20- Students perform better in Hausa language when taught by well experienced teacher (a) SA [ ] (b) A [ ] (c) SD [ ] (d) D [ ]

## SECTION D: KNOWLEDGE OF SUBJECT MATTER

- 1- Teacher's knowledge on the content they teach affect students performance.  
(A) SA      (B) A      (C) SD      (D) D
- 2- Teacher's presentation of instructions could influence student's achievements.  
(A) SA      (B) A      (C) SD      (D) D
- 3- Preparation of lesson plan mainly is recommended for good teaching of Hausa language at secondary school level. (A) SA      (B) A      (C) SD  
(D) D
- 4- Weekly preparation of lesson notes is best for teaching of Hausa language.  
(A) SA      (B) A      (C) SD      (D) D
- 5- Daily preparation of lesson notes is necessary for proper teaching of Hausa language. (A) SA      (B) A      (C) SD      (D) D
- 6- Poor command of Hausa language does not enhance student's performance.  
(A) SA      (B) A      (C) SD      (D) D
- 7- Respect and Honour is given to Hausa teachers that have a good grasp of his subject matter. (A) SA      (B) A      (C) SD      (D) D
- 8- Teachers that keeps abstract in the area of specialization affect the teaching of Hausa language positively. (A) SA      (B) A      (C) SD      (D) D
- 9- Teachers manners of presenting lessons could influence his/her student's achievements. (A) SA      (B) A      (C) SD      (D) D
- 10- Frequent use of continuous assessment makes the teacher to know the performance of his/her students. . (A) SA      (B) A      (C) SD      (D) D

## SECTION E: TEACHERS USE OF PEDAGOGICAL SKILLS

- 1- Daily preparation of lesson notes is necessary for proper teaching of Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 2- Talk and chalk method is the best way of teaching Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 3- Most of Hausa teachers prepare teaching literature than linguistic  
(A) SA      (B) A      (C) SD      (D) D
- 4- Given notes to the students is not necessary to the teaching of Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 5- Weekly preparation of lesson notes is the best for teaching of Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 6- There is no need for the preparation of lesson notes at secondary school level for the teaching of Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 7- Spoken Hausa is easier to teach than linguistics  
(A) SA      (B) A      (C) SD      (D) D
- 8- Grouping methods helps in teaching and learning Hausa language better  
(A) SA      (B) A      (C) SD      (D) D
- 9- Preparation of lesson notes is recommended for good teaching of Hausa language  
(A) SA      (B) A      (C) SD      (D) D
- 10- Use of demonstration method in all aspect of Hausa language improves learning of the students.  
(A) SA      (B) A      (C) SD      (D) D

### APPENDIX III

**KANO STATE MINISTRY OF EDUCATION  
KANO STATE EDUCATION RESOURCE DEPARTMENT  
Evaluation with ethics  
2011 SENIOR SECONDARY CERTIFICATE QUALIFYING  
EXAMINATION HAUSA LANGUAGE PAPER 2 (Essay)**

**Lokaci: 2 Awa**

**UMARNI:** Amsa tambayoyi biyar kawai, a kalla tambaya daya daga kowane sashe.

**SASHE A: HARSHE**

Rubuta jawabi mai ma'ana da kyakyawar hausa tare da kiyaye kaidon rubutu wanda tsahonsa bai zata kalmomi dari uku (300) ba, a kan daya daga cikin wadannan batutuwa.

- 1.a. Mene ne ra'ayinka/ki dangane da shigar mata gadan-gadan cikin harkokin siyasa?
- b. Rubuta wasika zuwa ga shugaban yan sanda na gundumarku kana mai bashi shawarar yadda za'a dakile ayyaukan yanbangar siyasa a lokacin gudanar da zabe.
- c. Taimakon iyaye wajibi ne

**TSARIN SAUTI**

*AMSA TAMBAYA DAYA*

2. Katanta furunci /b/ da /b/

3. a. Mece ce ta gaba/

b. Yanyanka wadanan kalmomi gaba-gaba tare da fitar da tsarin

gabobinsu

i. Kujera

ii Abarba

iii. Talakawa



## APPENDIX IV

Faculty of Education,  
Department of Foundation and Curriculum studies,  
Ahmadu Bello University, Zaria.

Date.....

SIR/MADAM

### VALIDATION OF QUESTIONNAIRES FOR RESEARCH INSTRUMENTS

I write to solicit for your assistance in validating the above mentioned test instruments on the research topic “Perception of the relationship between teacher quality and students’ academic performance in senior secondary schools in Kano metropolis”.

Please kindly assist as this will facilitate my research work.

Thank you for your cooperation.

Yours faithfully

*Gaji M Abubakar*  
*M.ED/EDU/02622/2008-2009*