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**THE EFFECT OF QUALIFICATION YORUBA TEACHERS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS (A CASE STUDY OF EGBEDA LOCAL GOVERNMENT IN IBADAN)**

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**Abstract**

*This paper tries to investigate the effect of qualification of teachers on the academic performance of students in some selected secondary schools in Egbeda Local Government Area of Oyo State. Series of data were collected from the selected schools through an instrument known as questionnaire. Infact, about 200 questionnaire were distributed were administered by both students and the teachers in Yoruba subject in the selected secondary schools. The data were analyzed using statistical method chi-square. Eventually the research established the fact that the qualification of teacher, teaching experience and various methodologies enhance the academic performance of the students. In actual fact, it has been discovered that good qualification, enough teaching experience and various methodology will enhance good academic performance of students in Yoruba language. In conclusion various recommendations were made that will be of great advantage, provision of in-service training for the teachers of all categories in the federal, state and local Yoruba levels. It is the belief if the researcher that this research works will contribute not a small measure to the development of our education sector most especially in the teaching and learning of Yoruba.*

**Keywords:** *Effect, Qualification, Yoruba Teachers, Academic Performance, Secondary School Students.*

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**Introduction**

The quality of education at any level depends largely on the qualification and commitment of the teacher. Thus, the National Policy on Education (2000) states that no education system can use above the quality of its

teacher, this is to say that the role of Yoruba teachers cannot be overemphasized. They engage in interactive behaviour with learner for effective, cognitive and psychomotor changes in them.

The problem of unqualified and inexperienced teachers assumed to have negative effect on the performances of the students in their respective field of studies and poor examination results. This is substantiated by Rufus (2003) taken Yoruba as a subject in secondary schools students over 90% students offer it, less than 20% pass it at credit level in secondary schools certificate examination.

To improve the standard of Education, the Federal Ministry of Education in the National Policy on Education maintains that the minimum qualification that teaching in primary school range from Grade II to NCE also all graduates (B.Sc or HND) who like or want to become a teacher in secondary schools are allowed to enroll for two years course of Postgraduate Diploma in Education (PGDE) in order for them to become trained and qualified teacher. This method was adapted by Federal Government in order to professionalize teaching to all discipline Yoruba language.

Fafunwa (1974), opines that all the Educational problems based on African countries today, none is as persistence and agonizing as one relating to the problem of incompetent teachers. Infact the problems caused by Teachers Education and qualification should be basically related to every aspect and phase of development in Nigeria political, economic or religious and social sphere of life.

Druval and Anderson (2003) found that the academic performance of students in Yoruba courses positively coorelated with successful teaching. Teacher effectiveness therefore could be reasonably be assessed by the result terms of teaching experience. Knowledge of subject matter favourable attitude towards teaching and adequate knowledge of teaching performance of students in Yoruba, but for purpose of this paper, we shall look at the effect of teacher's qualification on the academic performance of students in senior secondary schools certificate examination.

### **Statement of the Problem**

Yoruba as a social science subject is faced with many problems. One of the problems is inadequate qualified and inexperienced Yoruba teachers to teach this subject in senior secondary schools. Throughout the country, Egbeda Local Government Area of Oyo state was taken as a case study.

The teachers' experience is also important to improve the students performance as well as the pedagogical skill of teaching. This entrails the teacher's educational level. The school system is also a variable which reflect in the performance in cognitive skills of the students and essential facilities provided by school will change the education outcome of the learners but if the school system is not in order, it result to low performance of the students.

Recent educational reforms have been primarily directed towards the improvement of learning outcome as measured by scores in norms referenced and standardized tests. It is well known that the Yoruba teacher is an engineer in the teaching and learning Yoruba as the selects the instructional objective, content method, learning experience organizes the experience organizes the experience and evaluate the outcome of instruction with respect to the stated objectives (Nicholl, 2000) the personality behaviour and the attitude to the Yoruba teacher therefore cost to important and impression on the child's mind. Due to crucial role of Yoruba teachers in instruction and the need stimulate and sustain students interest in Yoruba, teacher effectiveness has long been a topic of populace and academic interest.

The problem of the study therefore is to determine the effect of teacher's qualification on the performance of the Yoruba students in senior secondary school certificate by comparing three instructions students, Yoruba teachers effectiveness by students. Hence, proper attention is given to those problems there will be a positive effect on the academic performance of the Yoruba students in Egbeda Local Government Area of Oyo state.

### **Purpose of the Study**

This study is embarked upon a view of the responsibility of secondary school education. Also, it is important to Nigeria Union of Teacher (NUT)

especially Yoruba teachers, the parents, secondary school administration and other Yoruba bodies to do the following point of view. This study will;

- 1) Investigate the effect of teacher's experience of the student's performance in Yoruba.
- 2) Give feedback on teacher's qualifications in teaching Yoruba
- 3) Establish the relationship between teacher's qualifications and teachers' experience in teaching Yoruba

After determining the above mentioned points, the study will enable the government to provide conducive environment for effective teaching and learning process for secondary school education. If the teacher performance is effective and academically sound that can impact knowledge to the students, so this will enable government to provide the necessity of laying more emphasis on the quality of teachers to be appointed to some of our secondary schools in order to support good performance of the students of Yoruba in secondary school, especially to have good result grade in their senior secondary school certificate.

Also, it will make the government to provide and supply infrastructural facilities for our secondary schools such as teaching aids, well ventilated classroom, library, and enough funds to finance various projects and researchers that may be carried out by Yoruba students or their teachers. More so, students should offer suggestion for their parents to realize their roles in terms of financial support, materials needed and encouragement for their children.

### **Research Hypothesis**

**Hypothesis 1:** There is significant relationship between the teacher's qualification and student's performance of students, especially over the subjects and by the time students get into the field.

**Hypothesis 2:** There is significant relationship between the teacher experience and student's performance.

**Hypothesis 3:** There is significant relationship between the teacher's pedagogical skills and student's performance.

**Hypothesis 4:** There is influence of teacher qualification on student's performance

**Hypothesis 5:** There is significant relationship between the teacher characteristic and student's achievement.

### **Significance of the Study**

This study is comprehensively designed and it is strongly believed that, it will be useful to individual, corporate body, Yoruba agencies and all stakeholders in the educational sectors and educationalist in both Oyo state and Nigeria.

The finding of this research will help the teachers to improve their pedagogical skills. The study will also help the students to identify five essential facilities that will enhance the student's performances. The finding of the research will also help the Yoruba to formulate policy that improve the quality of education.

### **Methodology**

This study is descriptive, it made use of data, which were collected via record observation questionnaire, case study, techniques, research instrument, procedure for collecting data and data analysis techniques.

For ease analysis and interpretation data obtained were analyzed by using  $(x^2) = 0i - ei$ . In stratified sampling the population is divided into sub population called strata. Each stratum may be treated as a separate population from which a representative sample will be obtained. The teacher and students were choosing in each school.

The result of enquiry from these four secondary schools selected was analyzed to other secondary in the area. The schools selected are;

- 1) Urban Day Grammar School, School I
- 2) Urban Day Grammar School, School II
- 3) Adegbayi Community High School
- 4) Alakia Isebo Community Grammar School

### **Scope of the Study**

The work was restricted to only secondary school within Egbeda Local Government Area of Oyo state. In the study, the total number of one

hundred and fifty students from senior secondary school and fifty teachers of Egbeda Local Government, teacher serve as the population of the work.

### **Limitation of the Study**

In the course of the research in finding the effect of qualification of Yoruba teachers on the academic performance of secondary school students in area of Oyo state, there were some problems that were encountered time, materials constraint, uncooperative attitude of respondents and unfavourable climate condition.

### **Literature Review**

Teachers leadership is a resource for schools using the knowledge skill and talent of every teacher as a reader provides unlimited resource for positive outcomes. Teachers leader's effectiveness depends not only on their own commitment to be leader, but also, on the ability of their school principal to skillfully support them and encourage a culture that allows teachers leadership to exist (Anderman, Moller and Katzenmey, 1996). The delivery view of teaching measures quality of teaching from output. The quality of teaching is often defined in terms of what happens to students after learning experience, quality teaching should be aimed at quality learning.

### **Conceptual Framework**

The following conceptual framework envisions selected factors that interplay to influence the provision of quality of secondary school education;

- Teacher's qualification
- Teacher's attitude
- Teacher's experience
- Teacher's interest
- Teachers preparation and procedure
- Personal characteristics and professional responsibility
- Framework
- Students

Interest in student's performance and teacher's qualification has intensified among education policy matters and researchers during this time. Research has accumulated that links students achievement to the qualification for teacher (Ferguson, 2001, 2008) two central measures of elementary and secondary school teacher's education are teacher's post secondary education and their certificate. To understand how many students are taught by teacher's lacking specific level of training efforts have focused on mismatches between teacher's qualification and their teaching assignments (National Commission on teaching and American's future 2006; Higersoll, 2009) one of the relatively high incidence of teacher's teaching subject outside their area matter, training and certification. Moreover, the incidence of out of field in the classroom of low income students (Higersoll, 2009). Gold Haber and Brewers (2007) analysis of teacher's Yoruba performance found a positive relationship between these variable with higher levels of performance among students whose teachers were out field. Gold Heber and Prewer (2000) examine data on the post secondary degree and student's performance in Yoruba and Yoruba's.

### **Teacher's Attitude**

Attitudes are general regarded as having been learnt. They predispose and individual action that evaluate as either negative or positive. (Fish Benin and Ayze, 1925; Un Memillental, 2001 car avays last data revealed that Yoruba completing and achievement were both positive correlated with attitude toward Yoruba that is also true from pre-service teacher as it reported in the study by Rech Hartzell and Steoher, (2003) who compared the scientist's competencies and attitude of pre-service elementary education against a representative colleges population over three years. The significant of research involving the attitude of secondary teacher is important, due to the potential influence of these people upon students. The experience of teacher influences the formation of attitude of students. These will influence their classroom practice. These attitude and practice may sometimes be at variance with the pain direction of their tertiary teaching method courses. Thus, it is crucial in understanding secondary

teachers that these attitudes are made explicit and examined in order to adapt testing courses to the needs of these students. Research has argued that positive teachers attitude contributes to the formation of positive students.

### **Teachers Experience**

Teacher characteristics such as year of teaching experience have been investigated to determine their effect on student outcome (Standards and River, 2006; Higersoll, 2007). A more percent analysis by Wenglsky (2000) used multi level structural qualification modern to analyze data from reap and found that teacher with a major or minor in the subject area that assigned to produce greater gains students achievement in Yoruba. This remains true even after continually for teaching professional development teacher classroom practices class size and student's demographics. However, teacher experience is a topic of potential concern to policy maker, because experienced teachers after try to districts school and classroom with a more privileged student's body and higher resources. Thus, teacher's experience is related to student's achievement and poor student at risk of education failure may end up being doubly disadvantages because they are more likely to be taught by inexperienced teacher. Greenwood Heds and Vaine, 2006) found in their met analytical study that teaching had a positive and significant effect on students achievement (Dossey, 2008) found evidence that although teachers experience appears to be related to students had lower level of Yoruba assessment but there were no difference in Yoruba achievement among students whose teachers had more than five years of experience.

Self-efficacy as a teacher on the other hand is a power determinant of how and whether a teacher will get self-efficacy is belief that one's behaviour, thing and emotions, effective teacher's believe that they can make difference in children's life and they teach in ways that demonstrate this believe.

### **Teacher's Interest**

It is been noted that teacher's interest in the teaching of particular subject usually go a long way to improve the performance of their learners. Literary have reveal the fact teacher's interest promotes learning outcome the students. It is hoped that the result in the study will confirm this fact.



In the context of this study, the following teacher's characteristics are operationalized, teacher's qualification, means the highest educational certificate possessed by a teacher to teach Yoruba. Attitude refers to a complex mental state involving beliefs, feelings, valued and disposition of a Yoruba teacher. Teacher's experience connotes the nature of the events of a Yoruba teacher has undergone in the teaching of the subject.

### **Teaching Preparation and Procedures**

Quality of teaching has been defined as teaching that maximizes learning for students (Fox 2006, P. L). Teaching events engaging students as active learners to induce positive comprehensive changes (growth) in students are achieved by teachers who are able to build our learner's experience, ability to continuously adjust their teaching strategies to meet the diverse need of their students.

Knowledge of subject academic preparations intuitive obvious teacher possesses a professional knowledge base on exhibit knowledge of the subject matter. Successful teacher have a vast repertoire of instruction strategies and techniques that reflect the knowledge of the subject. According to Shick (1995), teachers are those that consciously reflect upon conceptualize and standard of classroom experience to the next topic. Teachers of Yoruba requires continuous reflection and decision making before, during and after classroom instruction.

### **Personal Characteristics and Professional Responsibility**

As previously indicated, teachers must have the ability to evaluate their own instructional effectiveness and professional responsibility for teaching responsibilities for (students learning and behaviours) (Porter and Bryophyte, 1988) since the essence of teaching in human interaction is to enhance permanent change in learners behaviours. All teachers must continuously refine and enhance the skill of communication and collaboration. Personal and professional attribute that have been identified as being representative of teachers characters include the ability to show a genus interest in teaching and enthusiasm for learning personal skills in adapting to changes, accepting responsibility for actions both

inside and outside the classroom. The desire to touch a cooperative approach towards parents and school personnel, punctuality and regularity in attendance the ability to establish a same rapport with students.

### **Conceptual Framework**

Student's performance has to do with accomplishment of proficiency of performance in a given skill of body of knowledge developed in school subject, usually designed by the teacher (Gord, 2003). Darling Hammaond (2000) explained in his study that teacher's qualification has been found to be some relationship to student's academic performance (achievement) these includes teachers'

- (a) General academic and verbal ability
- (b) Subject matter knowledge
- (c) Knowing about teaching and learning as reflected in teaching education course or preparation exercise.
- (d) The combined set of qualified measure by teacher's certified when include most of proceeding factors.
- (e) Teaching experience

To buttress the above statement Gold Heber and Bewer (2000) stated that the type of qualification teacher holds an important determinant of students' outcomes. Fafunwa (1974) stressed the deepening on manpower training and development on teachings education should be basically related to every phase of development in Nigeria such as economic political and other activities which an individual acquiring training needs.

### **The Significant of Teaching and learning Yoruba as a core subject in Nigeria senior secondary schools**

Cognizant of Nigerian's quest for the consolidation of her nascent democratic experience, the teaching and learning of Yoruba as an academic discipline in Nigeria. Due to the wide scope of Yoruba syllabus, the subject matter no doubt deals with a wide range of issues, which are great relevance to the students and the society in general. For example, the

appropriate teaching and learning of Yoruba as a subject, facilitates suitable character development in students. Proper teaching of concept such as citizenship, nationalist and world leaders are usually courses of emulation and inspection to several students who perhaps, adopt some of them as a role models and aspire to live as responsibility as such as personalities.

The study of Yoruba also provides vigorous intellectual training, which prepares students for higher education in courses such as law, political science, international relation and public administration. It contains facts, theories, concept and methodology which aids comprehension analysis and presentation of fact with a near scientific prediction and conclusion. In addition, the appropriate teaching and learning of the subject changed the development of the spirit of patriotism and nationalism in students. Clear understanding of the working of the various Yoruba institution aids a better and more sympathetic appreciation of the socio political situation of the country and this stimulate the growth of patriotic feelings and attitudes in students. Moreover, in Nigeria the Yoruba curriculum is designed to arouse in students, the love of country and an appreciation of its role as a citizen by the inculcation of values of national consciousness, national unity and national integration (Idomiboye-Obu & Gilbert, 2004).

Furthermore, the teaching and learning of the subject matter of Yoruba facilitates the inculcation of civic attitudes in Nigeria students learners are taught vital civic attitudes required for a free democratic just and egalitarian state. Addition also engenders in them respect for the worth and dignity if their fellow citizens and better human relationships, such attitudes are casting of votes, justice, obedience, legality, fair play, tolerance, love for fellow Nigerian citizens, humility, respect for law and order, fundamental human rights, rules and law payment of taxes are essential for peace, stability and advancement of Nigeria nation state.

Another significant of Yoruba is that, it promotes the understanding of the dynamic of the Nigerian political system. The study of the subject by students avail them a better understanding of their country's social political situation. It also exposed them to the sophisticated working of them political system, thereby placing them in vintage position to

participate fully in decision making process in their adult life. The teaching and learning of topic such as organs of Yoruba, Democracy, Rules of law, Political parties, Pressure groups, and electoral process socialize learners politically and prepares them for political participation in the larger society. Moreover section 65 sub section 1 (a) 13 (d) and 177 (d) of the 1999 constitution of the federal republic of Nigeria as (amended) stipulates that the basic qualification for legislative offices (Senate and House of Representatives) offices of the President and Governor respectively, is senior secondary school certificate. By implication therefore, any graduates of Nigeria senior secondary schools that adequately studied the subject matter of Yoruba would have some through some processes of political socialization sufficient enough to facilitate his or her participation in the current democratic dispensation of the country. Besides, the teaching and learning of Yoruba exposes students to international organization such as United Nations Organization Commonwealth of nations, Africa Union, Economic Community of West African States in syllabus, students are sufficiently exposed to Nigeria's role in such organization and the membership benefit desired from them. Students by the same token are taught the foreign policy objectives of the federal republic of Nigeria emancipated in section 19 (a-e) of the constitution.

Therefore, the effective study of the subject enables students to appreciate the interdependence of states in the international system the connection of Nigeria's interaction with other states and value of world peace, mutual cooperation and tolerance to the continued existence and well being of their country and the world at large.

### **Sample and Sampling Techniques**

Since all the students in Yoruba in Egbeda Local Government Area cannot be used in this study, the researcher only limited herself to only (4) four schools in the areas which were selected, take care of the population in such a way that the population is divided into sub-groups on basis of variable.

In stratified sampling the population is divided into sub population called strata. Each stratum may be treated as a separate population from which a representative sample will be obtained. The teacher and students were choosing in each school.

The result of enquiry from these four secondary schools selected was analyzed to other secondary school in the area. The schools selected are: -

- 1) Urban Day Grammar School, School Six (Alarere)
- 2) Airport Grammar School, Airport
- 3) Hope Senior Secondary School, School I
- 4) Alalubosa Community High School, School I

### **Procedure for Collecting the Data**

The use of questionnaire was adopted in order to obtain the needed information for the research work. This method was used because of its advantages, which could benefit the researcher in his work such as, it saves time and it get adequate response. It also allows for the use of a large sample at ease.

The questionnaire was administered in person to Yoruba teachers and students in each of the selected secondary schools in Egbeda Local Government Area, in order to obtain maximum response which was used by the researcher as data for research work.

### **Method of Data Analysis**

For ease analysis and interpretation. Data obtained were analyzed by using  $(\chi^2) = (o_i - e_i)$ . Data were analyzed for each of the hypothesis and the analysis was called out using chi-square ( $\chi^2$ ).

### **Test of Hypothesis**

Chi square ( $\chi^2$ ) is frequently used in testing hypothesis, this has to do with difference between a set of observed frequencies of sample and a corresponding set of expected frequency. The statistics used in this respect is defined as:  $(\chi^2) = \sum (o_i - E_i)^2$

Where  $o_i$  = set of observed frequency

The chi-square is used in this research work to find out whether or not significant difference exists in the performance of students in the stated hypothesis.

**Hypothesis 1: Ho1: There is no significant relationship between teacher's qualifications and student's performance**

| S/N | ITEMS QUESTIONS  | A          | D          | TOTAL       |
|-----|--|------------|------------|-------------|
| 1.  | The teacher's qualification enhances the good performance of the students    | 149        | 51         | 200         |
| 2.  | The teacher's qualification affects the poor performance of the students.    | 123        | 77         | 200         |
| 3.  | The teacher's incompetency contributes to poor performance of the students.  | 127        | 73         | 200         |
| 4.  | The teacher's qualification determines the academic success of the students. | 133        | 67         | 200         |
| 5.  | The teacher's competency contributes to good performance of the students.    | 134        | 66         | 200         |
|     | <b>Total</b>   | <b>666</b> | <b>334</b> | <b>1000</b> |

$$X^2 = \sum_i (F_o - F_e)$$

Where  $F_o$  = observed frequency

$F_e$  = expected frequency

$$= \frac{CT \times RT}{GT}$$

Where  $CT$  = Colum Row

$RT$  = Row Total

$GT = \frac{CT \times RT}{GT}$

$GT$

$$F_e (A) = \frac{666 \times 200}{1000} = 133.2$$

$$F_e (D) = \frac{334 \times 200}{1000} = 66.8$$

Agree (A) represents agree and strongly agreed (D) represents disagree and strongly disagree.

| S/N | STATEMENT | Fo  | Fe    | Fo-Fe | (Fo-Fe) <sup>2</sup> | Fo-Fe  |
|-----|-----------|-----|-------|-------|----------------------|--------|
| 1.  | Agree     | 149 | 133.2 | 15.8  | 249.64               | 1.8742 |
| 2.  | Agree     | 123 | 133.2 | -10.2 | 104.04               | 0.7811 |
| 3.  | Agree     | 127 | 133.2 | -6.2  | 38.44                | 0.2886 |
| 4.  | Agree     | 133 | 133.2 | -0.2  | 0.04                 | 3.0030 |
| 5.  | Agree     | 134 | 133.2 | 0.8   | 0.64                 | 1.8048 |
| 1.  | Disagree  | 51  | 66.8  | -15.8 | 249.64               | 4.4108 |
| 2.  | Disagree  | 77  | 66.8  | 10.2  | 104.04               | 1.5875 |
| 3.  | Disagree  | 73  | 66.8  | 6.2   | 38.44                | 0.5754 |
| 4.  | Disagree  | 67  | 66.8  | 0.2   | 0.04                 | 5.9880 |
| 5.  | Disagree  | 66  | 66.8  | -0.8  | 0.64                 | 9.5808 |

Degree of freedom = (nr - 1) (nc - 1)

Df = k - 1 = (5-1) (2-1)

= 4 x 1 = 4

### Level of significance

The level of significant is 0.05 or 5% the table of value is check at 0.05 level of significant as 16.92.

Rule: If critical or calculated value is greater than the observed or tabulated value, we therefore accept the null hypothesis (Ho) and reject the alternative hypothesis (Hi)

Therefore, calculated value 3; tabulated value = 16.92.

Since calculated value is greater than the tabulated value, we conclude that there is significant relationship between the teacher's qualification and student's performance, the null hypothesis (Ho) is rejected while the alternative hypothesis (Hi) is accepted.

### Hypothesis 2

| S/N | ITEMS QUESTIONS  | A   | D  | TOTAL |
|-----|--|-----|----|-------|
| 1.  | The year of teaching experience of the teacher determine the academic performance of the students. | 146 | 54 | 200   |

|    |   |            |            |             |
|----|---|------------|------------|-------------|
| 2. | The teacher's with various perform better than teacher with one method of teaching. | 164        | 34         | 200         |
| 3. | The teacher's experience contributes to good performance of the students.           | 176        | 24         | 200         |
| 4. | The use of instructional material has effect on student's performance.              | 154        | 46         | 200         |
| 5. | Lack of sufficient classroom affect the student's performance                       | 175        | 55         | 200         |
|    | <b>Total</b>  | <b>787</b> | <b>213</b> | <b>1000</b> |

Where  $F_o$  = observed frequency

$F_e$  = expected frequency

$$= \frac{CT \times RT}{GT}$$

GT

Where  $CT$  = Colum Row

$RT$  = Row Total

$$GT = \frac{CT \times RT}{GT}$$

GT

$$F_e (A) = \frac{787 \times 200}{1000} = 157.4$$

$$F_e (D) = \frac{213 \times 200}{1000} = 42.6$$

Agree (A) represents agree and strongly agreed (D) represents disagree and strongly disagree.

| S/N | STATEMENT | $F_o$ | $F_e$ | $F_o - F_e$ | $(F_o - F_e)^2$ | $F_o - F_e$ |
|-----|-----------|-------|-------|-------------|-----------------|-------------|
| 1.  | Agree     | 146   | 157.4 | -11.4       | 129.96          | 0.8257      |
| 2.  | Agree     | 166   | 157.4 | 18.6        | 345.96          | 2.1980      |
| 3.  | Agree     | 176   | 157.4 | 8.6         | 73.96           | 0.4699      |
| 4.  | Agree     | 154   | 157.4 | -3.4        | 11.56           | 0.074       |
| 5.  | Agree     | 145   | 157.4 | -12.4       | 153.76          | 0.9769      |
| 1.  | Disagree  | 54    | 42.6  | 11.4        | 129.96          | 3.0507      |
| 2.  | Disagree  | 24    | 42.6  | -8.6        | 345.96          | 8.1211      |



|    |          |    |      |      |        |         |
|----|----------|----|------|------|--------|---------|
| 3. | Disagree | 34 | 42.6 | -8.6 | 74.96  | 1.7362  |
| 4. | Disagree | 46 | 42.6 | 3.4  | 11.56  | 0.2714  |
| 5. | Disagree | 55 | 42.6 | 12.4 | 153.76 | 3.6094  |
|    | Total    |    |      |      |        | 21.3372 |

Degree of freedom =  $(nr - 1) (nc - 1)$

Df =  $k - 1 = (5-1) (2-1)$

=  $4 \times 1 = 4$

### Level of significance

The level of significant is 0.05 or 5% the table of value is check at 0.05 level of significant as 16.92. The null hypothesis (Ho) is rejected while alternative hypothesis (Hi) is accepted. Therefore there is significant relationship between teachers' experience and student's performance.

### Hypothesis III

**Ho: There is no significant relationship between the teacher's pedagogical skills and students performance.**

| S/N | ITEMS QUESTIONS   | A          | D          | TOTAL       |
|-----|---|------------|------------|-------------|
| 1.  | The use of library promotes good performance of the students.                         | 143        | 57         | 200         |
| 2.  | Provision of conducive learning environment enhances the performance of the students. | 146        | 54         | 200         |
| 3.  | The use of internet service will promote the student's performance.                   | 136        | 64         | 200         |
| 4.  | The use of textbooks improves the student's academic performance.                     | 149        | 51         | 200         |
| 5.  | The teacher's ability to be firm promotes the students performance.                   | 156        | 44         | 200         |
|     | <b>Total</b>  | <b>730</b> | <b>270</b> | <b>1000</b> |

Where  $F_o$  = observed frequency

$F_e$  = expected frequency

=  $\frac{CT \times RT}{N}$

GT

Where CT = Colum Row

RT = Row Total

GT =  $\frac{CT \times RT}{GT}$

GT

$$Fe = (A) = \frac{730 \times 200}{1000} = 146.21$$

$$Fe (D) = \frac{270 \times 200}{1000} = 54.04$$

Agree (A) represents agree and strongly agreed (D) represents disagree and strongly disagree.

| S/N | STATEMENT    | Fo  | Fe  | Fo-Fe | (Fo-Fe) <sup>2</sup> | Fo-Fe           |
|-----|--------------|-----|-----|-------|----------------------|-----------------|
| 1.  | Agree        | 143 | 146 | -3    | 9                    | 0.5548          |
| 2.  | Agree        | 166 | 146 | 0     | 0                    | 0               |
| 3.  | Agree        | 136 | 146 | -10   | 100                  | 68.4931         |
| 4.  | Agree        | 149 | 146 | 3     | 09                   | 0.5548          |
| 5.  | Agree        | 156 | 146 | 10    | 100                  | 68.4931         |
| 1.  | Disagree     | 57  | 54  | 03    | 09                   | 0.5548          |
| 2.  | Disagree     | 54  | 54  | 00    | 00                   | 00              |
| 3.  | Disagree     | 64  | 54  | 10    | 100                  | 68.4931         |
|     | <b>Total</b> |     |     |       |                      | <b>108.1328</b> |

$$\text{Degree of freedom} = (nr - 1) (nc - 1)$$

$$Df = k - 1 = (5-1) (2-1)$$

$$= 4 \times 1 = 4$$

### Level of significance

The level of significant is 0.05 or 5% the table of value is check at 0.05 level of significant as 16.92. The null hypothesis (Ho) is rejected while alternative hypothesis (Hi) is accepted. Therefore there is significant relationship between the teachers' pedagogical skill and students' performance.

### Hypothesis IV

Ho: There is no influence of teacher's qualification on the student's performance;

Hi: There is influence of teacher's qualification on the student's performance;

| S/N | ITEMS QUESTIONS  | A          | D          | TOTAL       |
|-----|--|------------|------------|-------------|
| 1.  | The mastery of the subject matter by the teacher affect the student's performance. | 184        | 16         | 200         |
| 2.  | The lack of Yoruba teacher's affects student's academic performance.               | 156        | 44         | 200         |
| 3.  | The teacher's interest contributes to the student's academic performance.          | 174        | 26         | 200         |
| 4.  | The student's interest affects the student's academic performance.                 | 136        | 64         | 200         |
| 5.  | The school activities affect the students academic performance                     | 143        | 57         | 200         |
|     | <b>Total</b>   | <b>793</b> | <b>207</b> | <b>1000</b> |

Where  $F_o$  = observed frequency

$F_e$  = expected frequency

$$= \frac{CT \times RT}{GT}$$

GT

Where  $CT$  = Colum Row

$RT$  = Row Total

$$GT = \frac{CT \times RT}{GT}$$

GT

$$F_e (A) = \frac{793 \times 200}{1000} = 158.6$$

$$F_e (D) = \frac{207 \times 200}{1000} = 41.4$$

| S/N | STATEMENT | $F_o$ | $F_e$ | $F_o - F_e$ | $(F_o - F_e)^2$ | $F_o - F_e$ |
|-----|-----------|-------|-------|-------------|-----------------|-------------|
| 1.  | Agree     | 184   | 158.6 | 25.4        | 645.166         | 4.6678      |
| 2.  | Agree     | 156   | 158.6 | -2.6        | 6.76            | 0.0426      |

|    |          |     |       |       |        |         |
|----|----------|-----|-------|-------|--------|---------|
| 3. | Agree    | 174 | 158.6 | 15.4  | 237.16 | 1.4953  |
| 4. | Agree    | 136 | 158.6 | -22.6 | 510.76 | 3.2274  |
| 5. | Agree    | 143 | 158.6 | -15.6 | 243.36 | 1.5244  |
| 1. | Disagree | 16  | 41.4  | 21.4  | 605.16 | 15.5844 |
| 2. | Disagree | 44  | 41.4  | -2.6  | 6.76   | 0.1635  |
| 3. | Disagree | 26  | 41.4  | -15.4 | 237.16 | 5.7285  |
| 4. | Disagree | 64  | 41.4  | 33.6  | 510.76 | 12.3372 |
| 5. | Disagree | 57  | 41.4  | 15.6  | 243.86 | 5.8783  |

Degree of freedom = (nr - 1) (nc -1)

Df = k - 1 = (5-1) (2-1)

= 4 x 1 = 4

### Level of significance

From the analysis of chi-square the  $\chi^2$  calculated value is (16.92) at the Df 4 is less than the  $\chi^2$  calculated (50.0514) at 0.05 level of significant, the null hypothesis ( $H_0$ ) is therefore rejected while the alternative hypothesis ( $H_1$ ) is accepted.

Therefore, there is influence of teacher's qualification on the student's performance.

### Discussion of the Findings

Table 1 data shows that there is great influence of teacher's qualification and student performance. Therefore, the hypothesis stated that there is significant relationship between teacher's qualification and students' performance. It can now be said base on the data analysis stated that there is no significant relationship between teacher's qualification and student's performance. It can now be said based on the data analysis stated that, there is or there is no significant relationship between teacher's qualification and student's performance. It can now be said base on the data analysis that, there is significant relationship between teacher's qualification and student's performance.

From table II, treated research hypothesis that stated that, there is no significant relationship between the teacher's experience and student's

performance. The table shows that there is significant relationship between the teacher's experience and student's performance.

From table III, treated research hypothesis that stated that there is no significant relationship between teacher's pedagogical skill and student's performance. The table shows that there is significant relationship between teacher's pedagogical skills and the students performance.

From the table IV, which is the last table, treated research hypothesis that stated that, is there or there is no influence of teacher's qualification on the student's performance. The table shows that there is significant influence of teacher's qualification on the student's performance.

### **Conclusion**

The researcher analyze the relationship between Yoruba teacher qualification on the performance of their students, teacher's experience in parting Yoruba to their students and how teacher's qualification and teaching experience influence the students performance.

The number of the students used for the questionnaire 150 and 50 teachers. Through this medium, the researcher was ankle to tabulate the teacher's qualification and teaching experience and compared through percentage of the students within the selected secondary schools at Egbeda Local Government in Ibadan, Oyo. The hypothesis stated was stated through chi-square methods.

The analysis of the data collected through the use of questionnaire shows that, there is significant relationship between the teacher's qualification and the student's performance. However, it could be concluded that the qualification and teaching experience of the teacher's have much impact on the academic performance of the students.

Based on the design carried out by the researcher together with the result of the analysis of data collected, it has been discovered that having good qualification and enough teaching experience enhance good students performance in Yoruba. Also, it is observed that teacher's good method of teaching, availability of enough teaching materials coupled with the school setup in a conducive environment constitutes to good performance of students in Yoruba.

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