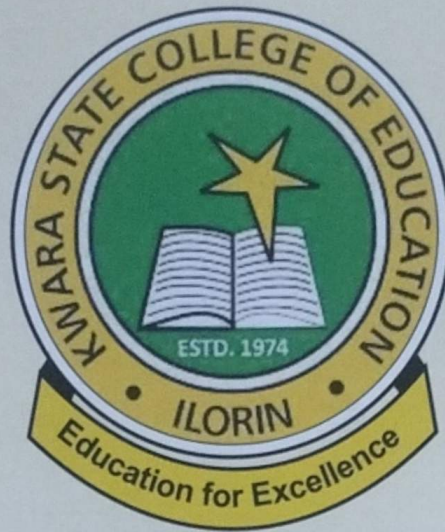




THE LINGUISTS

JOURNAL OF THE SCHOOL OF LANGUAGES,

**KWARA STATE COLLEGE OF
EDUCATION, ILORIN**

**Volume 1 Number 1
MARCH, 2023**

LITERATURE-IN-ENGLISH TEACHER-RELATED FACTORS ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KOGI, NIGERIA

Professor STEPHEN, Olajide Billy

Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria.

08939642781

Billyolajide@unilorin.edu.ng

&

ASA, Fehintola Bosede PhD

Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria.

08034776808

asatola50@gmail.com

&

AJADI, Babatunde Mustafa PhD

English Department, School of Languages,
Kwara State College of Education, Ilorin, Kwara State, Nigeria.

08034291645

mustafaajadi@yahoo.com

Abstract

The study examined teacher-related factors as determinants of senior secondary school students' performance in Literature-in-English in the West Senatorial District of Kogi State. The study was a descriptive survey type. Four (400) hundred senior secondary school students and two (200) hundred English Language teachers were purposively drawn from fifty public schools in the area of the study. Three teacher-related factors (qualification, attitude to the subject matter and teaching experience) were considered. A researcher-designed questionnaire and an attitude scale were used to elicit required information from the respondents. The mean, standard deviation and t-test statistical tools were used to analyse the data at 0.05 levels of significance. The study revealed that, teachers' qualification has influence on students' performance. Also, teachers' positive attitude to the subject matter can influence students' performance. It equally revealed that, the number of years a teacher invests on teaching may not necessarily mean improved performance by his/her students. It was also found that, no single teacher-related factor can be held responsible for the poor performance of senior secondary school students in Literature-in-English. Based on the findings from the results of the study, it was

recommended among others, that Government should constantly organise training and refresher courses for English Language teachers. Furthermore, it was recommended that, current senior secondary school Literature-in-English syllabus should be reviewed to accommodate more of home books. English Language teachers in the primary schools should take their teaching seriously, as their secondary school counterparts, which would hopefully help improve pupils good reading, as well as, help such pupils transfer reading habit to secondary school with a view to understand and perform well in Literature-in-English.

Keywords: *Teacher qualification, teaching experience, students' academic performance*

Introduction

The future of any country is determined by the quality of education given to its citizens, through the help of teachers. Having consider that a teacher, in technical terms, is a person trained or recognised and employed to help learning in a classroom situation in order to achieve set educational goals. In ordinary usage, the term is often used to refer to anybody who imparts information or knowledge or merely instructs another.

Considering the professional angle, a teacher is the one who help someone acquire or change some skills, attitude, knowledge, idea competence or virtue. A teacher creates and influences desirable changes in the behavior of his students (Adeniji, 2009). But from a critical point of view, the teacher has roles to play in the educational system, as he could be a blessing or a curse depending on his level of effectiveness in teaching and in helping others to learn. Fishman and Davies (2006) regard teachers as the key factor in the adoption and success of educational innovations. Therefore, it is the teacher who injects reality into educational decisions, and it is he who concretises the curriculum.

Literature, as one of the art subjects studied at the secondary school level, under the headings of prose, poetry, drama and literary appreciation has its artistic significance. Defining "Literature" is no doubt a road that is much travelled, as several attempts to define what seems a broad, vague concept occupies the academic space. While, Ayedogbon, (2002) sees literature as a piece of literacy work presented to be heard or read in an attempt to present a picture of life through the literary form. Hence, the occupation of literature is a rigorous exercise of the writer's mind, trying to create and reveal happenings in the environment both in objects, time, setting, space, and in other pictorial, and ideological perspectives. Broadly, to Ibitola (2005), Literature-in-English is regarded as any printed and imprinted material that instructs, inform, entertain and educate people in English language. This is what makes Literature-in-English a unique field of study.

Literature is a discipline that is studied as a subject in a formal setting, and especially in secondary schools. Literature-in-English is a more embracing term which refers to literary works written in English language irrespective of nationality, tribe or religion of the author. Uniquely put, Literature-in-English reflects how different language users manipulate the language in a skillful and creative way. This is why a teacher of Literature-in-English has to undergo a special training for the purpose of teaching the subject to students in a way that it could be productive, with a view to enhancing students' performance in English Language. Suffice to say that, Literature-in-English plays an indispensable role in achieving the above function in language education. Hence, a literature of any language is as important as the language itself. Therefore, Literature-in-English is as important as English language in Nigeria in particular and the world in general.

Attitude, viewed primarily from social psychological perspective, is one's feelings, thoughts and predisposition to behave in some particular manner (either positive or negative) towards some aspects of one's environment (Mukherjee, 1979). According to Mathewson (1994), there are three essential dimensions to the definition of any type of attitude. They are evaluation, feeling and action. At the heart of inquiry into factors affecting students' performance is the belief that, teachers' attitude to the subject matter makes a difference. Teachers' attitude should include interest in his/her subject, especially teachers of Literature-in-English. Teaching experience, as used in this study, refers to the number of years an individual teacher has spent in the teaching profession. It also involves training and retraining, workshops, seminars, conferences, in-service and refresher courses, which teachers are exposed to in order to improve their competence and performance in the teacher profession.

Statement of the Problem

In Nigeria, studies Abiri, (1988), Adegbile and Igweike (2002), Awoyemi (1985), Azikiwe, (1998), and Mejabi (1991), Odushina, Olu and Ikegulu, Yusuf (1997) and Okon (2005), and Ukeje (1986) have severally been conducted on students' academic performance in Literature-in-English at various levels of the educational system. For instance, Mejabi (1991) carried out a study on teachers' quality and students' performance in Kogi State and found that, there was a significant relationship between the quality of a teacher and the academic performance of students. Yusuf (1997) and Okon (2005) report that, teaching experience has significant influence on students' academic performance, while, Abiri (1988), Adegbile and Igweike (2002) on the other hand, report that experience had no influence on students' performance. However, students do not just perform poorly in an area of discipline but with observable factors. For instance, in the West Senatorial District of Kogi State, some schools do not have enrolment for Literature-in-English, while a few have few students in enrolment

(ZERC, 2010). Therefore, several reasons may have been responsible for the teacher-related factors, as determinants of poor academic achievement like the age, sex, attitude, qualification, methodology, gender school types, social status, and experience (Azikiwe, 1998).

Evidently, previous studies on the influence of teacher-related factors on students' academic performance may have not been conclusive. Also, it is noteworthy that none of these studies specifically focused on the present study's three teacher-related factors (qualification, attitude to the subject matter and experience) of students' academic performance in Literature-in-English, and especially in the West Senatorial District of Kogi State. This has thus created a research gap, part of which this study intends to fill.

Purpose of the Study

The general purpose of this study aimed to examine Literature-in-English teacher-related factors of senior secondary school students' academic performance in Kogi West Senatorial district, Nigeria.

Specifically, the study was carried out to determine the:

1. Influence of teachers' qualification on senior secondary school students' academic performance in Literature-in-English;
2. Influence of teachers' attitude to the subject matter on senior secondary school students' academic performance in Literature-in-English, and
3. Influence of teachers' teaching experience on senior secondary school students' academic performance in Literature-in-English.

Research Questions

This study provided answers to the following research questions:

1. Is there any influence of teachers' qualification on senior secondary school students' academic performance in Literature-in-English?
2. Is there any influence of teachers' attitude to the subject matter on senior secondary school students' academic performance in Literature-in-English?
3. Is there any influence of teachers' teaching experience on senior secondary school students' academic performance in Literature-in-English?

Research Hypotheses

The following hypotheses are tested in the study:

- H₀₁:** There is no any significant influence of teachers' qualification on senior secondary school students' academic performance in Literature-in-English
- H₀₂:** There is no any significant influence of teachers' attitude to the subject matter on senior secondary school students' academic performance in Literature-in-English.

H0₃: There is no any significant influence of teachers' teaching experience on senior secondary school students' academic performance in Literature-in-English.

Scope of the Study

This study focuses on teacher-related factors as determinants of Kogi West Senatorial District, Nigeria senior secondary school students' academic performance in Literature-in-English. The target population included all senior secondary school teachers of English language in five Local Government Areas in Kogi West Senatorial District of the State. Five (5) language teachers from each of the five (5) schools were purposively selected in each Local Government Area in the district as samples. This gave a total of twenty five (25) government-owned schools, and one hundred twenty five (125) teachers for the study.

Methodology

The study is a descriptive survey, which examined selected teacher-related factors as determinants of Kogi West Senatorial District, Nigeria senior secondary school students' academic performance in Literature-in-English. The instrument for this study was a researcher-designed questionnaire, tagged "Teacher Variables Questionnaire" (TVQ). Frequency count, and percentage method were used to analyse the demographic data, while, the three hypotheses formulated in this study were tested using the mean, standard deviation and t-test statistical tools, and at 0.05 level of significance.

Research Findings and Discussion

Data collected in this study were collated, analysed and interpreted along the research questions and hypotheses.

Research Question 1

Is there any influence of teachers' qualification on senior secondary school students' academic performance in Literature-in-English?

Table 1: Distribution of number of students taught by teachers of English Studies by qualification

Qualification	Frequency	Percentage (%)
Qualified	152	38.0
Unqualified	248	62.0
Total	400	100

Table 1 shows the distribution of students who sat for and passed the performance test after being taught by qualified and unqualified teachers. Out of the 400 students sampled, 152 students representing 38.0% were taught by qualified teachers, while 248 students representing 62% were taught by unqualified teachers.

Research Question 2

Is there any influence of teachers' attitude to the subject matter on senior secondary school students' academic performance in Literature-in-English?

Table 2: Distribution of number of students taught by Teachers of English Studies by attitude

Attitude	Frequency	Percentage(%)
Positive Attitude	188	47.0
Negative Attitude	212	53.0
Total	400	100

Table 2 shows the distribution of students who sat for and were taught by teachers of Literature-in-English with positive and negative attitude to the subject matter. 188 students (47.0%) were taught by teachers with positive attitude, while 212 students (53.0%) were taught by teachers considered to have negative attitude to the subject matter.

Research Question 3

Is there any influence of teachers' teaching experience on senior secondary school students' academic performance in Literature-in-English?

Table 3: Distribution of number of students taught by teachers of English Studies by experience

Experience	Frequency	Percentage (%)
More experienced	226	56.5
Less experienced	174	43.5
Total	400	100

Table 3 shows the distribution of students who were taught by teachers with more experience and less experience. According to the table, 226 students representing 56.5% were taught by more experience teachers, while 174 students representing 43.5% were taught by teachers with less experience.

Hypothesis 1: There is no any significant influence of teachers' qualification on the performance of senior secondary school students in Literature-in-English

Table 4: The t-test Analysis showing the performance test result of students taught by qualified and unqualified teachers of Literature-in-English.

Variable	N	Mean	SD	DF	Cal t	Sig.	Decision
Qualified	172	75.7434	12.41314				
	398	8.333	.000	Rejected			
Unqualified	328	64.9637	12.64666				

Table 4 indicates that, the calculated t-value is 8.333, while its significance value is .000 at alpha level of 0.05. Since the calculated significant value is less than the critical value, the null hypothesis one is rejected. This implies that the more qualified a teacher, the better his teaching skills and the knowledge of his subject matter.

Hypothesis 2: There is no any significant influence of teachers' attitude to the subject matter on the academic performance of senior secondary school students in Literature-in-English

Table 5: The t-test analysis showing the difference in performance test result of students taught by teachers with positive and negative attitude to the subject matter.

Variable	N	Mean	SD	DF	Cal t	Sig	Decision
Positive Attitude	238	74.250	12.705	06			
	398	7.698	.000	Rejected			
Negative Attitude	262	75.205	912.690	75			

As shown on table 5, the calculated t-value is 7.698, while its significance value is .000 at alpha level of 0.05. Since the calculated significance value is less than the critical value ($.000 < 0.05$), the null hypothesis two is rejected. This test therefore shows that, there is significant influence of teachers' attitude to the subject matter on the academic performance of senior secondary school students in Literature-in-English.

Hypothesis 3: There is no any significant influence of teaching experience on the performance of senior secondary school students in Literature-in-English

Table 6: The t-test analysis showing the performance test result of senior secondary school students taught by more experienced and less experienced teachers of Literature-in-English

Variable	N	Mean	SD	DF	Cal t	Sig	Decision
More Exper.	326	64.181	412.563	72			
	398	8.956	.061	Accepted			
Less Experience	174	75.396	6	12.221	85		

As shown on table 6, the t-test calculated value is 8.956 while its significance value is .061 at alpha level of 0.05. The calculated significance value (.061) is greater than the critical value ($.061 > 0.05$). On this basis, the null hypothesis three is retained. The result of this test shows that, many years of teaching do not automatically translate into higher student performance. This means that, there is no significant influence of teaching experience on the academic performance of senior secondary school students in Literature-in-English.

Summary of the Findings

Based on the results from the data analysed and interpreted in this study, the following findings were obtained.

1. There is significant influence of teachers' qualification on the academic performance of Kogi West Senatorial District, Nigeria senior secondary school students in Literature-in-English. This is in line with the findings of Azikiwe (1998) which stipulated that, teacher's qualification has significant effects on his/her subject. That is, the more qualified a teacher, the better his knowledge of his subject matter.
2. There is significant influence of teachers' positive attitude to the subject matter on the academic performance of Kogi West Senatorial District, Nigeria senior secondary school students in Literature-in-English in.
3. There is no significant influence of teaching experience on the academic performance of Kogi West Senatorial District, Nigeria senior secondary school students in Literature-in-English.
4. No single teacher-related factor is attributable to the poor academic performance of Kogi West Senatorial District, Nigeria senior students in Literature-in-English.

Discussion

The influence of teachers' qualification on the performance of senior secondary school students in Literature-in-English in Kogi West Senatorial District

Research works abound that link students' achievement to the qualifications of teachers Calamine (1996). The mismatches found in the schools under study are not unconnected with certification deficiencies. On the frequency table, it was discovered that, the mean score of the students taught by qualified teachers (75.7434) was far above the mean score of students taught by unqualified teachers (64.9637) yet, the number of students taught by unqualified teachers (248) were more than the number of students taught by qualified teachers (152). In the balance, better qualifications of teachers of English Studies would certainly lead to better academic performance of Literature-in-English students.

The influence of teachers' attitude to the subject matter on the academic performance of senior secondary school students in Literature-in-English in Kogi West Senatorial District

Attitude is believed to be one of the major characteristics of a teacher. According to this study, the right attitude to the subject matter will make a difference in the students' overall academic achievement. And teachers' attitude should include interest in his/her subject, that is, reading ahead of class work,

treating students' questions immediately and not returning them as assignment, holding discussions relating to the subject with students outside the lesson periods, encouraging them to read good literature books outside the set books, and eventually giving the students home works that could keep them busy and get them ready for another day's class work.

The influence of teaching experience on the performance of senior secondary school students in Literature-in-English in Kogi West Senatorial District

The extent to which experience is relevant to a student achievement is limited, as the teaching experience can only be beneficial to students in the first couple of years of a teacher's job (Hanushek et al, 2005; Rockoff, 2004). Considering the outcome of the present study, the mean scores of the students' performance test taught by the more experienced and less experienced teachers is not a significant one. Therefore, it may not be absolutely true that experience play an effective role in the academic performance of senior secondary school students in Literature-in-English. If an English Study teacher does not bring to bear his rich experience on his classroom teaching, such experience is as good as not having it at all. More so, the insight of the learner and the conditions under which such learner is learning in some cases determines the pace of learning new things as against the number of years one stays on the job.

However, according to Adams (2012), the challenges in identifying and accurately estimating the effect of teachers notwithstanding, research works from across the world suggests that, teachers are very essential. This has led to the establishment of the fact that, teacher-related factors such as qualification, attitude to the subject matter and teaching experience could make a difference in students' academic performance.

Conclusion

Quality teachers and teaching can only be the strong agents of social re-engineering and national reconstruction. Educationists, no matter how different their educational philosophies, and ideologies may be, admits that, the ultimate test of a nation's greatness is the quality of her citizens which largely depends on the quality of her teachers. Although, an educational system may have excellent resources, but if the teachers are lacking in teaching attitude and are incompetent or indifferent to their responsibilities, the outcome of the entire programme is likely to be ineffective and wasteful.

The difference in the percentages of teachers with no relevant qualifications, yet teaching Literature-in-English was fairly large at the secondary school level. Education researchers and policy makers agree that teachers differ in

terms of quality, and that quality of teachers matters for students' achievement. Hence, it can be concluded that, teaching method and attitude have positive effects on students' academic performance.

Recommendations

English Literature has been used to teach the English Language in other developing countries like India, and elsewhere in the world. It was believed that appreciation of Literature is an integral part of language learning. For long, Literature has been one of the most influential genres in teaching language. Therefore, Nigeria as a whole, and West Senatorial District of Kogi State in particular should not be an exception.

Government should, as a matter of urgency, bridge the policy gap of mass production of teachers outside the recognised and standardised requirements, and the mass employment of non-professionals in public schools. It is obvious that, when qualified teachers of language are recruited, the standard of language teaching would improve tremendously and in so doing, improve students' learning capacity.

Suggestions for Further Studies

This study covers only the public schools in Kogi West Senatorial District, Nigeria. Therefore, studies can also be carried out to compare the performance of private senior secondary school students, and that of the public senior secondary school students in Literature-in-English using larger samples.

References

- Abiri, J. O. (1988). *A study of relationship between teachers' qualification, experience and students' performance in selected subjects*. Unpublished M.Ed. Thesis, University of Ilorin, Nigeria.
- Asa, F. B. (2014). *A study of teacher-related factors of senior school students' performance in Literature-in-English in West Senatorial District, Kogi State*. Unpublished M.Ed. Thesis, University of Ilorin, Nigeria.
- Awoyemi, M. O. (1985). *Teachers characteristics and teachers' social studies in Nigerian schools*. Nigeria Education Forum.
- Azikiwe, U. (1998). *Language teaching and learning*. Onitsha: Africana-Fep Publishers Limited.
- Encarta Microsoft Corporation, Grammar - Wikipedia: <http://en.wikipedia.org/wik.2012>
- Federal Republic of Nigeria. (2004). *National policy on education*. Lagos: Federal Ministry of Education.

- Ibitola, A. O. (2005). *Essential literature-in-English for senior secondary schools*. Ibafo: Tonad Publishers Ltd.
- Lawal, R. A. (1993). Influence of selected teacher variables on the cognitive levels of classroom reading comprehension questions. *Literacy and Reading in Nigeria*, 6, 83-93.
- Mathewson, G. C. (1994). Model of attitude influence upon reading and learning to read" In R. B. Rudell, M. R. Rudell & H. Singer (Eds) *Theoretical Models and Processes of Reading* (4thed) International Reading Association (IRA), 131-161.
- Mukherjee, A. (1979). *Educational psychology*. Calcutta India: Basu Publishing Company.
- Ojo, E. T. (2001). *Literature and education: An introductory handbook*. Ibadan: Olu Press.
- Richardson, T. (2005). *Educational psychology*. Victoria Canada: Heron Publishers.
- Wang, M. C., Haertel, G., & Walberg, H. J. (1993). *Toward a knowledge base of school learning*. Review of Educational Research, 73(3) 249
- Wellek, R. and Warren, A. (1973). *Theory of literature*. New York: Harcourt Brace and world.
- Yusuf, H. O. (1997). Effects of Two Instructional Methods on Pupils Reading Comprehension. *Literacy and Reading in Nigeria*, 7, 425-435.
- Zonal Education Resource Centre (2010). *Assessment and evaluation report*. Lokoja: Ministry of Education.