

Review Article

Quality of Teachers, Infrastructure and Academic Performance of Secondary School Students in Oshodi-Isolo Local Government Area of Lagos State.

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Abstract: The relationship between quality of teachers, infrastructure and academic performance of students cannot be over emphasized. Human beings in general and students in particular respond positively towards acquisition of knowledge when they have the right teachers and when their learning environment is conducive. Considering the importance of quality of teachers, infrastructure and academic performance of secondary school students, this research focused on quality of teachers, infrastructure and academic performance of students on the effective teaching and learning in educational institutions, the deteriorating conditions under which some of our educational institutions are operating and its diverse implication on the rate of learning in Oshodi -Isolo Local Government Area of Lagos State. The relevance of teachers and quality of teachers, infrastructural quality in knowledge acquisition and dissemination as it affects students 'academic performance has become things of concern to researchers in recent times. The study population was made up of teachers of the eighteen (18) Senior Secondary Schools in Oshodi -Isolo Local Government Area of Lagos State. Twenty five (25) teachers were randomly selected from ten (10) schools. The instrument used for data collection was designed Teachers Questionnaire on the topic under review while SSSCE 2010-2012 results of ten (10) selected schools was used. Three research hypotheses were proposed and tested using the Pearson Product Moment Correlation Co-efficient at 0.05 significance level of value. The following conclusion was reached based on the results of the findings; there is a relationship between teachers' academic qualification and students' academic performance, since, the cal. r. value of 0.8272 is greater than the tab. r. value of 0.118 at 0.05 level of significance and $df = 248$. There is a relationship between the qualities of infrastructural facilities available in the schools and the students' academic performance. The following recommendations were made for policy implementation based on the results of the study. There should be sufficient infrastructural facilities to aid teaching and learning in secondary schools, only well qualified and professionally competent teachers should be employed in our school.

Keywords: Infrastructures, Experienced Teachers, Students Academic Performance.

INTRODUCTION

A cursory glance on the quality of education in Nigeria today reveals that Nigeria is a long way from reaching neither the Promised Land and Education for All by 2015 nor its wide dream of being one of the 20 best world economies by the 2020. The Nigerian educational system which produced world renowned scholars in the past has become a shadow of itself today. The rot in the nation's education system has reached such a deplorable proportion that if not summarily addressed now; subsequent generations of Nigerians will continue to suffer its consequences Nzekwe, (2008). The former Secretary General of the United Nations, Ban Ki-Moon speaking at the opening of the United Nations Conference on Trade and Development in Ghana mentioned Nigeria specifically

as one of the countries in Africa that may not meet the millennium development goals set for 2015. What is even more shameful is that out of the three countries — Kenya, Tanzania, Uganda- singled out for making 'significant strides' especially in increasing primary school enrolment none equals Nigeria by any measure. Any nation that will compete favourably in the committee of nations (in the current world order) must ensure high quality in her education to be able to produce high quality manpower required for its economic, social, political, scientific and technological advancement.

The study will be of significance to stakeholders in the education industry especially government, teachers and principals. The study will

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afford the stakeholders the opportunity of coming to terms with the present state of education as it affects teacher's quality, current senior secondary school academic performance and infrastructure or programmes in education at Oshodi -Isolo Local Government Area of Lagos State. This would therefore provide a basis for policy formulation on the side of the government and encourage healthy academic competition among principals of secondary schools in the zone. The study would afford these principals the opportunity of infrastructure and building on the current practices for the purpose of improving teaching effectiveness. This would bring about advantages to the students since all academic exercises embarked upon are in their interests. Nothing that the study is a means to an end with reference to the problem of quality of teachers in Nigeria generally. It would add to the intellectual gap in the understanding of key issues involved in this regard — Quality of teachers, infrastructure and students' educational achievement. By doing this, the researcher will be participating in the global debate of educational effectiveness through teachers quality.

THE PURPOSE OF THIS STUDY:

To determine the state of Quality of teachers in Secondary Schools in Oshodi -Isolo Local Government Area of Lagos State

To determine the Quality of infrastructural facilities in secondary schools in Oshodi -Isolo Local Government Area of Lagos State.

To determine the relationship between teachers and infrastructural facilities quality and students' academic performance in secondary schools in Oshodi -Isolo Local Government Area of Lagos State

The scope of the study covers the Quality of Teachers, and the infrastructure existing and their availability in the ten selected secondary schools as well as students' academic performance in West African Senior Secondary School Certificate (WASSCE) results (in five subjects, including English Language and Mathematics), as variables for the study. Important teacher quality components that are examined include qualification and experience. Similarly the study will examine the quality of teachers, infrastructure including all the assistance meant to improve teacher quality which came in the form of finances, policies, trainings, seminars, workshops, among others.

Quality means many things to many people but according to Hornby (2001), it is the degree, or grade of goodness, excellence or worth. Applying this to education therefore it means a scale of goodness against which teachers, pupils or the whole school merit can be measured. It is against this scale of goodness, that the whole system of education, that is, students' achievement or teachers' effectiveness is measured. This measurement is either via students' performance in

a standard examination or through the appropriateness of the curricula to the needs of the students and the society at large. It has to do with students being able to acquire particular skills expected for that level, and being able to utilize such skills productively. Quality education should be able to provide students with good infrastructural facilities, qualified teachers, teaching and learning facilities that will eventually result into good examination results that are devoid of malpractices (Olaniyonu, 2015). Quality and effective teachers capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. Value — added assessment studies on Tennessee, as undertaken by Sander and Rivers (2006), show that “the difference in achievement between students who attended classes taught by high-quality versus those taught by low-quality teachers for three consecutive sessions is sizeable: approximately 50 percentile points on standardized tests”. Such studies, in the explanation of the authors, “determine students' average annual rates of improvement, as measured by test scores”. It must be emphasized again that there is a great need for a sound specialized background and professional training for teachers. An unqualified teacher who delivers poor quality teaching is an enemy to the students' progress and a danger to the child's upbringing. For a non-professional to handle any subject in school is a very delicate problem because it concerns the intellectual, moral and emotional phases of the child's life (Fafunwa, 1991).

In Nigeria, there have been series of calls for planning programmes to improve infrastructural and teacher quality as evident in various assertions. For instance, Olaniyonu (2016) states that “the present day teacher needs more than educational qualifications. He faces greater challenges than the teachers of yester years. He thus needs to update his knowledge from time to time because of his complex roles”. Ijaiya (2004) suggests the adoption of “school-based Total Quality Management (TQM)” in schools as a preventive measure against failure and wastage which could come about as a result of improved training of teachers and principals. The philosophy behind TQM, in her words, “is to develop the culture of continuous improvement through employees”.

However, what should determine teacher's quality and component for many years has been debated over by educators and researchers in terms of what and which variable influence student achievement. A growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributable to teachers. According to UNESCO (2004), “differential teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and class heterogeneity. Improving teacher quality has been the major focus of educational reforms during the past

50 years according to Cohen-Vogel (2005) who maintains that “Federal involvement in the teacher quality policies in the United State “has increased over time”. Both the Federal and independent academic groups (e.g. the National Academics Study of teacher Preparation Programmes) see teacher quality as the crucial driving force for improving student achievement and thus promoting a nation’s economic competitiveness in the global society (Cohen-Vogel, 2005). It is the importance of the quality of the teacher in the entire teaching/learning scheme that made John (1993) admits that “next to students, teachers are the largest, most extensive and crucial inputs of an educational system”. In the light of this, there should be provision of high quality teachers who have good academic knowledge of their subject disciplines and who possess professional skills, experience, administrative responsibility, attitudes and values as well as personal qualities for effective teaching. More so, teachers in term of quality are expected to function in some other duty to help enhancing the performance of the student

It is of worthy note to point out here unequivocally, that teacher quality alone does not determine student performance but also infrastructural school facilities. Infrastructural facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers. According to Akande (2005), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also size of classroom, sitting position and arrangement, availability of tables, chairs chalkboards, shelves on which instruments for practical’s are arranged (Farrant, 2001 and Farombi, 2008). It has been observed that many schools are now paying more attention to their school plant. School Plant which includes all educational facilities has been repeatedly found to have a positive relationship with quality of education. These educational facilities include the site, the buildings, physical equipment, recreational spaces and textbooks used for the achievement of educational objectives (Oluchuckwu 2012).

Odupurokan (2011) states that a well-planned school plant will gear up expected outcomes of education, that will facilitate good social, political and economic emancipation; effective teaching and learning and academic performance of students. Therefore it can be said that the school plant is an essential aspect of educational planning because unless schools are well

suited, buildings adequately constructed and equipment adequately provided much teaching and learning may not take place. Corroborating these, Mark (2002) and Ajayi (2007) maintained that high levels of students’ academic performance may not be guaranteed where instructional space such as classrooms libraries, technical workshop and laboratories are lacking.

An effective facility is responsive to the changing programs of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated and aesthetically pleasing. The school facility consists of not only physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire s systems. The facility also includes furnishings, materials and supplies, equipment and information technology as well as various aspects of the building grounds, namely athletic, playgrounds, area for outdoor learning and vehicular access and parking.

The school facility is much more than a passive container of the educational process: it is rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing or managing the school facility, these facets of places experience should, when possible be taken into consideration. A study by Chan and van Berkan (2006) found that 2 grade students in standard school buildings scored higher as measured by the comprehensive test of basic skill than did their counterparts attending class in sub-standard facilities. They also found that air conditioning, absence of graffiti, condition of laboratories, classroom furniture correlated with students’ achievement at a significant level. In Nigeria, analysis of the WAEC and NECO exams results show that students in well-equipped schools (mainly private and urban) do better than those in poorly equipped schools (mainly public and rural). It can be concluded that technologies and adequate school plant better equip students for success in achievement tests.

However, efforts to improve quality in education in Nigeria have received an increasing attention over the past decade. Uzoka (2002) observes that quality is the watchword among educational professionals, politicians and the myriad of individuals, groups and organizations that claim to have a stake in the education system. To ensure that quality of education at the tertiary level was maintained, the National Commission of Colleges of Education (NCCE) National Board for Technical Education (NBTE) and the National Universities Commission (NUC) were

empowered through accreditation to its minimum academic standards for the programme of the institution they supervise offer. Abdulkadir (2001) maintains that: the issue of quality education does not stop with Setting-up minimum academic standards and setting – up High entry requirement and high cut off points in the Joint Admission Matriculation Examination (JAME) but also On improving the condition under which the students both In and-outside the school is made to learn.

However, the aim of teachers and infrastructural development in secondary education is to increase school attendance, motivate learner and to improve academic performance of students. It is assumed that favourable attitude towards teachers and infrastructural development will facilitate the above. It is also a common knowledge that most of our schools lack adequate infrastructural facilities like school building, library, laboratory, sports complex and where they exist their quality is very low. The quality of teachers that teaches in our secondary schools is also of serious concern all of which have their consequences for our educational system. This is most evident in students’ performance in both internal and external examinations and or their level of productivity in work place. Owing to the above, this study seeks to examine the quality of teachers and infrastructural facilities on academic performance of secondary school students.

EXPERIMENTAL SECTION

This study adopts two research design, correlation and descriptive research design. It adopt correlation design because it examined the nature of relationship among teachers quality, infrastructures and students’ performance in each of the sampled Schools

and also it also descriptive to describe the existing situation regarding state of teacher quality and infrastructure designed to improve the quality of teaching learning. The population of this study consisted of all public secondary schools in Oshodi-Isolo Local Government of Lagos State. As at the time of this study there were (18) Eighteen public secondary schools wre available and Ten (10) schools were randomly selected for the study consisting of Twenty-Five (25) teachers from each sampled school making a total of two-hundred and fifty (250) teachers through a simple random sampling method. The instrument used in the study were research constructed questionnaire on Quality of Teachers and Infrastructural Facilities on Education (QTIFE) which contain two sections was administered on the teachers, checklist on the state and availability of the school facilities and student academic performance result who graduated from Senior Secondary School. The validity of the instrument is at 0.79 percent. A test retest method was adopted for the reliability of the instrument and it was found at 0.76 percent. However, data gather were analyzed through inferential statistics of Pearson Product Moment Correlation Co-efficient.

RESULTS AND DISCUSSION

Presentation of Findings Based on Research Hypothesis

Hypothesis One

There is no significant relationship between teachers’ academic qualification and secondary school students’ academic performance in Oshodi -Isolo Local Government Area of Lagos Stat

Presentation of Findings between Teachers Qualification and Students Academic Performance

variables	N	df	P	Cal r	Tab r	Decision
Teacher Qualification	250	248	0.05	0.8272	0.118	Reject
Student Academic performance	250					

df =n-2, df=250-2 =248 Level of significance = 0.05

The table above revealed the relationship between teachers’ qualification and students’ academic performance in Lagos State Secondary School. Since, the cal r value of 0.8272 is greater than the tab r value of 0.118 at 0.05 level of significance and df =248.

Hypothesis Two

There is no significant relationship between teachers experience and secondary school students’ academic performance in Oshodi -Isolo Local Government Area of Lagos State.

Presentation of Findings between Teachers Experience and Students Academic Performance

variables	N	df	P	Cal r	Tab r	Decision
Teacher Experience	250	248	0.05	0.8272	0.118	Reject
Student Academic performance	250					

df =n-2, df=250-2 = 248 Level of significance = 0.05

The table above shows the relationship between teachers experience and students' academic performance in Oshodi -Isolo Local Government Area Secondary Schools.

Since the Cal r value of 0.9645 is greater than the tab r value of 0.118 at 0.05 level of significance and $df = 248$.

Hypothesis Three

There is no significant relationship between the quantity of infrastructural facilities available in secondary schools and students' academic performance.

Presentation of Findings between Quality of Infrastructural Facilities and Students' Academic Performance

variables	N	df	P	Cal r	Tab r	Decision
Quality of infrastructural facilities	250	248	0.05	0.9905	0.118	Reject
Student Academic performance	250					

$df = n - 2,$

$df = 250 - 2 = 248$

Level of significance = 0.05

From the table above, it reveals the relationship between the quantity of infrastructural facilities and students' academic performance in secondary school. Since the Cal r. - value of 0.9905 is greater than the tab r value of 0.118 at 0.05 level of significance and $df = 248$.

The discussion of results was done on the basis of the three research hypothesis which guided the study. The findings of the study from the first research hypothesis revealed that there is a significant relationship between teachers' academic qualifications and secondary school students' academic performance. The findings of the study agreed with Dadds (2001), and Lytle (2006) who reported that a teacher is conceived as a reflective practitioner, someone who enters the profession with a certain knowledge bases and who will acquire new knowledge and experiences based on the prior knowledge. Adeyemi (2008) also corroborated the finding of this study when he suggested that more teachers should be employed into the teaching profession, likewise more degree holders should be employed in accordance with the National policy on Education and posted to schools in such a way that would allow for equitable distribution of teachers in all schools without prejudice. In essence, the finding of the study implies that qualified teachers will help to improve the teaching-learning process and enhance student's academic performance.

Hypothesis two predicted that there is no significant relationship between teachers' experience and students' academic performance in secondary school. However, the finding of the study proved otherwise, because, it was discovered in this study that there is a significant relationship between teachers experience and students' academic performance in secondary schools. The finding of the study was affirmed by the findings of other researchers who assert that the importance of experienced teachers in schools has been argued as being necessary for school effectiveness. Akinyele (2004), Ogundare (2001), and Commeyras (2003) believed that the importance of experienced teachers in schools cannot be over

emphasized and have also given different opinion about teaching experience and students' learning outcomes in schools. The arguments centered on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years (Ijaiya, 2000). In other words, teachers teaching experience is one of the major determinant of students learning and academic performance.

The third hypothesis predicted that there is no significant relationship between the quality of infrastructural facilities and students' academic performance which was rejected, based on the finding of this study. A number of studies have shown that many school systems particularly those in high poverty areas are plagued by decaying buildings that threaten the health, safety and learning opportunities of students. Quality facilities appear to be an important precondition for students learning, provided that other conditions are present that support a strong academic program in the school (Odulaya and Ogunwemimi, 2008). Many research findings have shown that success of any educational, endeavour rest on the availability of physical facilities especially the school building. In other words the qualities of infrastructural facilities available in schools have a huge influence on students' academic performance.

CONCLUSION

The findings of this study revealed various variables that influence students' academic performance. Such variables which include among others are quality of the teachers' which may include their qualification and experiences, physical and material resources e.g. well-equipped libraries and laboratories, teaching aids, quality and sufficient infrastructural school facilities, class size, books and school equipments, teachers-students ratio, all and more influence quality of teaching-learning and students' academic performance of students' in secondary schools in Oshodi -Isolo Local Government Area of Lagos State. Conclusively, there is a positive relationship between teacher's quality, infrastructural

facilities and students' academic performance. However, the findings of this study have far reaching implications for educational system. In this technological age, quality is an international as well as organizational concern. In the light of this for the country's educational system to compete effectively in the global economy, the products of the educational system must meet global quality standard. To achieve this, qualified and well educated teachers should be employed in our schools, quality and sufficient infrastructural facilities should be made available in all our schools so as to facilitate effective teaching-learning in our secondary school and improve student academic performance.

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