
Agricultural Science Teachers' Professionalization and Its Impact on Students' Academic Performance in Senior Secondary School in Gombe Metropolis

By

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ABSTRACT

This research was aimed at investigating the categories of Agricultural science teachers in teaching job (professional and non-professional) and their role on students' academic performance, the area of research study is Gombe metropolis, the method of research design was survey study, the population of the study comprises of 200 Agricultural science teachers as well as 2000 Students offering Agricultural science subject in senior secondary schools within Gombe metropolis. A sample size of 62 Agricultural science teachers and 200 students were randomly selected using stratified random sampling, questionnaire were used to collect data from the teachers and for the students their performance in form of examination result were obtained directly from examination offices for SS1, SS2 and SS3. Three research questions and a null hypothesis were formulated to guide the research study. Data collected were presented in tabular form then analyzed using percentage and t-test of significance. The result revealed that quality control in teacher recruitment is not strictly adhered and there is significant differences in student performance in SS2 and SS3 between professional and non-professional teachers at 0.05 level of significance, the paper recommended that employers should give priority on both the teaching qualification and teaching subject while recruiting teachers among others.

Keyword: Teachers, Agricultural Science, Performance, Professional

INTRODUCTION

A teacher is a person who is impacting or tries to impact knowledge, information, skills, values, attitude or whatever to another person or group of persons assumed to be relatively inexperienced and unskilled, in a manner that is morally acceptable and pedagogically efficient (Zumuk, 2003). He is also considered as an organizer, presenter and interpreter of the curriculum, he is an authority, agent of change, a mediator and a presenter of knowledge (Yakubu, 2011). The efficiency and effectiveness of a teacher depends upon the teacher training, if the teacher is well educated and takes keen interest in his job, success is ensured but if on the other hand, he lacks training in education and if he cannot give his heart to his profession the system is destined to fail (Arshad and Akramnaseem, 2013).

According to National Commission for Colleges of Education NCCE (2012) The minimum qualification for entry into the teaching profession in

Nigeria is Nigeria certificate in Education, this means that no teacher is expected to possess teaching qualification lower than NCE in addition to the qualification he has in his teaching subject, the NCE certificate is obtained from the colleges of Education across the country, this effort was made by the government and could be regarded as an attempt at improving the quality of teacher who will be able to achieve aspirations we hold for our students (Akinbote, 1999).

Olusegun. (2007) state that the academic standard in all Nigerian Educational institute has fallen considerably below societal expectations, the reason for this may be lack of quality control in teacher recruitment where many people entered into teaching job without the necessary teaching qualifications. On the same vein, Lassa, (2000) and Guga, (1998) claimed that Education cannot be provided by just anybody, it requires a professional teacher who plans and delivers the lesson or instruction in such a way that objectives can be

achieved. Similarly, Abdulmumini, Muazu and Abdullahi (2011) Stated that experience and skills possess by professional and trained teachers their students' performance is highly encouraging than what is obtained from non-professional and untrained teachers whose encounters difficulties in the selections of teaching method and techniques they do not also treat their lesson within stipulated time. At the same time, Zumuk (2003) state that there are some non-professional teachers who are intelligent and could effectively transfer their knowledge to others while some professional ones can not, however to be good and effective teacher one has to obtained the necessary professional training. Akinsola (2010), Also emphasized the need of qualified teachers to facilitate effective teaching and learning in Nigerian secondary schools, he added that all teachers who are yet to obtained NCE or postgraduate diploma in Education Should be encourage to do so, this will enable them registered with teachers' registration council of Nigeria (TRC) and be identified as professional and qualified teachers. It's therefore the interest of the researcher to investigate whether the quality control in teaching and recruitment for Agricultural Science teachers is strictly adhered and relate to students' academic performance.

Objectives of the study

The main objective of this study is to determine the agricultural science teachers' professionalization and its impact on students' academic performance in senior secondary school in Gombe metropolis, the specific objectives are

1. To determine the demographic characteristics of Agricultural science teachers in the study area
2. To determine the quality control measure in Agricultural Science teachers' recruitment in to the teaching profession
3. To determine the academic performance of students taught by professional and

non-professional Agricultural science teachers

Research Questions

1. What are the demographic characteristics of Agricultural science teachers within the study area?
2. Do the quality control in teachers recruitment strictly adhered to?
3. Is there any significant difference in academic performance of students taught by professional and non-professional Agricultural science teachers?

Research Hypotheses

1. There is no significant difference in academic performance of students taught by professional and non-professional Agricultural science teachers

METHODOLOGY

The area of research study is Gombe metropolis, Gombe State, Nigeria. The method of research design was survey study, the population of the study comprised of all Agricultural Science teachers as well as Students offering Agricultural Science subject in all the senior secondary schools within Gombe metropolis, a sample size of 62 Agricultural science teachers and 200 students were randomly selected using stratified random sampling, structured questioners were used to collect data from the teachers and for the students, their performance in form of examination result was directly collected from their respective examination officers for SS1, SS2 and SS3. the questionnaire were validated two expert and reliability of the instrument were determine by trial testing. Three (3) research questions and a null hypothesis were formulated to guide the research study. Data collected were analyzed using simple percentage and Z-test of significance was used to test the null hypotheses at 0.05 level of significance

RESULTS

Table 1: Demographic characteristics of Agricultural science teachers n=62

Years of Experience	Age	Male				Female				Total
		BSc	B. Ed	NCE	Diploma	BSc	B. Ed	NCE	Diploma	
<5yrs	20-30	5	7	3	4	1	-	-	1	21
	31-40	2	-	-	-	-	2	3	2	9
	41-Above	3	-	2	-	-	-	-	-	5
6-10yrs	20-30	-	1	-	2	1	-	6	1	11
	31-40	4	3	2	-	-	1	-	-	10
	41-Above	-	2	-	1	-	-	-	-	3
11-15yrs	20-30	5	2	-	2	-	-	1	-	10
	31-40	-	-	-	-	1	-	-	-	1
	41-Above	3	-	2	-	-	-	-	-	5
16-20yrs	20-30	2	3	-	-	-	1	-	-	6
	31-40	-	-	4	-	-	-	-	-	4
	41-Above	2	4	-	-	-	-	-	-	6
21-Above	20-30	1	2	5	-	-	-	-	-	8
	31-40	-	-	-	-	-	-	-	-	-
	41-Above	-	1	-	-	-	-	-	-	1
Total		27	25	18	9	3	4	10	4	100

Sex of the respondents: Table 1 reveals that about 79% of the respondent (Agricultural science teachers) were male, while 21% were female, this means that majority of Agricultural science teachers teaching in senior secondary schools within the study area were male.

Age of the respondents: Table 1 shows that about 56% of Agricultural science teachers teaching in the study area were between 20-30 years (44% male and 12% female) 24 % were between 31-40 years (15 % male and 9% female) and 20% were between 40 and above years (20% male and 0% female) this implies that Agricultural science teachers in the study area were within their productive age.

Teaching Experience of the respondents: Table 1 indicate that about 35% of Agricultural science teachers has less than 5 years teaching experience (26% male and 9% female), 24% has 6-10 years teaching experience (15% male and

9% female), 16% has 11-15 years in teaching (14% male and 2% female), also about 16% has 16-20 years in teaching (15% male and 1% female) and only 9% has 21 and above years of teaching experience, this means that only 35% of teachers has less than 5 years of teaching experience the remaining 65% has 5 and above years in teaching and male are more experience than the female.

Qualification of the respondents: Table 1 indicate that 57% of Agricultural science teachers in the study area have B.ed/B.tech(ed) or NCE in Agricultural Education (63% male and 14% female) while 43% of Agricultural science teachers have Bsc or Diploma without Education background (36% male and 7% female), this means that majority of Agricultural science teachers (57%) has the required teaching qualification while the remaining 43% they do not have the teaching qualification.

Table 2: Quality control in teacher recruitment n=62

Agreed Items	Undecided		Disagreed		N	%
	N	%	N	%		
Teaching qualification	11	17.7	-	-	51	82.3
Knowledge of subject matter	45	72.6	5	8.0	12	19.4
Subjection to an interview	40	64.5	-	-	22	35.5

Teaching qualification. Table 2 shows that only 11 agricultural science teachers representing 17.7% of the respondent agreed that teaching qualification is seriously considered during teacher recruitment while about 51 teachers representing 82.3% of the respondent disagreed with that statement, this means that employers does not considered teaching qualification while recruiting teachers in the study area

Knowledge of subject matter/Teaching Subject. Table 2 indicate that about 45 teachers representing 72.6% of the respondent agreed that employers considered the Knowledge of subject matter while

recruiting teachers while only 12 teachers representing 19.4% of the respondent disagreed with that statement, this means that employers provide emphases on teaching subject during teacher recruitment

An interview. Table 2 reveals that 40 teachers representing 64.5% of the respondent were subjected to an interview during recruitment while 22 teachers representing 35% of the respondent were not subjected to an interview during recruitment, this means that some teachers were not interview before enrolling in to teaching job.

Table 3: Z-test table for differences in performance between professional and non-professional teachers

Class	mean	SD	SE	Zca[Zcri	Remark
Pair1 SS1	1.2701	21.2022	2.8589	1.80 1.96	NS
Pair2 SS2	12.323	26.7459	3.3174	3.71**	
Pair3 SS3	11.521	25.1008	3.6239	3.18*	

NS= not significance. **= significance at 0.05. *= significance at 0.05

Table 3 revealed that there is a significance difference in students' performance in SS2 and SS3 between professional and non-professional teachers at 0.005 and 0.05 level of significances while there is no significance difference in student performance in SS1 between professional and non-professional teachers, therefore hypotheses was accepted in SS1 and rejected in SS2 and SS3.

CONCLUSION

The study reveal that majority of Agricultural science teachers teaching in the study area were male and they were within productive age of less than 40 years and only few teachers (35%) has less than 5 years of teaching experience and about 57% of Agricultural science teachers has the required teaching qualifications to teach in the

senior secondary schools. It's also known that employers does not considered teaching qualifications while recruiting teachers but provide emphases on knowledge of subject matter (teaching subject) and only few teachers (35.5%) were not subjected to an interview during recruitment.

RECOMMENDATIONS

Based on the findings the following recommendations were made

1. Employer should give priority on both the teaching qualification and knowledge of subject matter or teaching subject while recruiting teachers than considering their teaching subject alone

2. Quality control in teacher recruitment should be strictly adhered and all teachers must at least possess NCE before entered in to the classroom they should also be interviewed
3. Teachers assessment and promoted should be based on their students 'academic performance
4. A compulsory in-service training should be provided for non-professional teachers
5. Condition of service and allowances for professional teachers should be reviewed and increase to enhance students' performance

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