Influence of Quality Teacher Education on the Achievement of Quality Delivery in Nigerian Secondary Schools

Dr.Olubunmi Christianah Olagundoye, Dr.Smart Odunayo Olugbeko

Department of Curriculum and Instruction, Adeyemi College of Education, Ondo, Nigeria

*Corresponding Author: *Dr.Olubunmi Christianah Olagundoye, Department of Curriculum and Instruction, Adeyemi College of Education, Ondo, Nigeria*

Abstract: *The study aimed at finding out influence of quality teacher education on the achievement of quality delivery in Nigerian secondary schools. The research design used to pilot the study was descriptive design of a survey type. The population consisted of all English language teachers in Ondo State, Nigeria while one hundred and fifty English language teachers were selected using simple random sampling technique from Ondo State, Nigeria. Self- structured questionnaires were used to elicit information on teachers' qualifications, experience and professional expertise. Data were analyzed using simple percentage and mean. Findings revealed that a higher percentage of respondents possess first degree but don't attend in-service training periodically. Findings revealed that there are other categories of English language teachers in the classroom who do not have education background. Also, majority of the teachers were not exposed to the use of technology. Results revealed that it was therefore recommended that English language teachers should acquire professional skills and competence in technologies that could enhance teaching and learning; teachers-in training should be exposed to pedagogical knowledge, contents, and practical skills in the use of technologies. Government should organize in-service training on a regular basis for secondary school English language teachers.*

Keywords: *quality, teacher education, achievement, technology, skills*

1. INTRODUCTION

Teachers are the main determinants of quality in education. A country is said to be developed in terms of socio economic and political advancement when efforts are put in place to ensure that quality education is made available to its citizenry with the availability of combination of many and varied resources in ensuring quality education. Among these, quality teachers' characteristics standout as a key factor in realizing students' academic performance. The paper focuses on teacher characteristics which include teachers' experience, teachers' preparation for the programme, mastery of the subject matter, teacher certification and professionalization. Teacher education refers to the policies and procedures designed to equip teachers with knowledge, behavior, and skills they require to perform their tasks effectively in the classroom. No wonder Alachi (2014) defines teacher education as a component of any educational system charged with the educational training of teachers to acquire competencies and skills of teaching for the improvement of teachers for the school system. There is no gainsaying that teachers are the heartbeats of educational development, this is why Oyekan (2015) posits that the quantity and quality of teachers constitute a pervasive force that makes the students internalize desirable concepts and skills with multimedia instructional system approach. Teacher education programmes are the organized curriculum contents which provide professional education and specialized training for pre-service and in service teachers in order the members of the society which should take cognizance of the global change in the school curriculum. However, in Nigeria education system, teacher education programmes are categorized into three levels on the basis of their training, acquisition and certification, they include Nigeria Certificate of Education programme, Bachelor's Degree in Education programme and Post Graduate Degree in Education Programme. Every level of education has corresponding goals attach to it. It is based on this that section 5 subsection B(82) stated that in recognition of the pivotal roles of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development. According to Okokoyo (2003), the goals of teacher education is explicitly expressed by the National Policy on Education (FRN,2013), section 58 as:

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of educational system;

2. To further encourage spirit of enquiry and creativity in teachers

3. To help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals

4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and

5. To enhance teachers commitment to the teaching profession

At the threshold of the 21st century, the new circumstances have expectedly imposed new demands and roles on teachers. The vicious cycle of poor-quality in-service development begins with the absence of high-quality teacher educators and quality teacher education programmes the importance of revolutionalising the teaching and learning process with the use of educational technologies cannot be overemphasized. In this present age and time, a lot of innovations are taking place in the process of instructional content delivery in the classroom. This is the reason Oghuvbu (2014) asserts that ICT has the potential to be used as a supportive educational tool enabling students learning by doing. Selvamm and Devi (2014) outline the following components of ICT in the teacher education:

- Deployment

- Development

- Content availability

- Training and usage support

- Educational management

- Maintenance and technical support

UNESCO (2005) planning guide for the ICT in teacher education cites three key principles for effective ICT development in teacher education that were put forward by the society for Information technology and teacher education which include:

1. That technology should be infused into the entire teacher education programme implying that ICT should not be restricted to a single course but needs to permeate in all courses in the programme

2. That technology should be introduced in context, this includes ICT application like word processing, data bases, spread sheet and telecommunications should not be taught in as separate topics rather encountered as the need arises in all courses of teacher education programmes.

3. That students should experience innovative technology supported learning environment in teacher education programmes. This requires that students should see their lecturers engaging in technology to present their subjects utilizing power point or simulations in lecture presentations. This implies that students should also have the opportunity to use such applications in practical classes, seminars and assignments.

This is why Chinyere (2015) identified creativity, methodology and competence use of teaching aids as some of the expressions of quality teacher. This position is supported by National Teachers Institute NTI Training Manual (2019) that teachers need not only to be equipped with these skills but to be updated in this direction to maintain the same page with their counterparts and remain always useful in the education system and the society at large. To enhance the existing capacity of pre-service and already practicing teachers in schools. Inyamah (2014) posit that there is a dire need for enhancing the technology utilization capacity of teacher educators, presser vice teachers' quality improvement of instruction delivery in school. However, it is utmost necessity for teachers to have the in-depth knowledge and relevance of the classroom technology that could be integrated into teaching and learning. Some of these classroom technologies include

Multimedia Projectors: it is hooked up to the teacher's laptop and projects the screen from the laptop to the white board in front of the class. This enables he students to see a larger version of what is on the laptop screen.

Smartboards: it is an interactive white board that allows the teacher to project an image from a laptop to the front of the class. Smart boards can store lessons which students can go over at their own pace and time.

Digital textbooks: many textbooks are now available in tablet forms which can enhance teaching, learning and creativity

Laptops, computers, tablets, smart phones:

Audio enhancements such as public address system, megaphone

Power point: it is an educational tool for teaching and learning which provides better means communicating information to the students. It enhances teaching sessions by providing a roadmap, making a buttress of what the instructor says and gives room for the use of graphics and other multimedia to clarify understanding and to support different learning styles.

Manuel (2021) described some tools to teach English with technology that can make language class more engaging and interesting, these includes among others:

Quizlet: it is an online learning tools that lets you create flashcards, short tests and spelling quizzes. Quizlet reads the word and definition to the students out aloud so as to help students learn pronunciation of the words. Quizlet makes learning fun because students can play several games to reinforce the learning of new vocabularies. It also helps the students to prepare for spelling bee contest. It helps students to practice and test their vocabulary level. Quizlet helps students to become independent learners.

Kashoot: This is a free game-based learning platform that makes it fun to learn. Students can create his/her quizzes and analyze the score at the end.

WhatsApp Web: it is created to enhance communication, to send all kinds of information to students. It can also be used as a forum in specific moments

Quill: It helps the students advance from fragmented and run-on sentences to complex and well-structured with quill connect. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve the clarity and precision of their sentences.

Edmodo: This is a global education network that helps connect all learners with the people and resources needed to reach their full potentials.

Instagram: This can be used to create an account for educational purposes, publish some photos about a particular topic and ask students to comment on them. Short video clips can also be uploaded explaining a particular aspect of language.

You tube: Avideo clip can be sent earlier to the class to enable students watch and get ready for they are going to study. You tube can also be used in the class for presentation and practice. There is no gainsaying that twenty first century teacher must be conversant and competent in handling some of the e-facilities in the successful teaching and learning English. For teachers to be able to efficiently engage in the se of these tools, they must have been taught how to use them. Therefore Bell, Maeng and Binns (2013) opine that it requires understanding, modeling and practice to learn how to teach with technology. Also, Zhou, Xu and Matrinovic (2017) listed five stages that teachers should engage in the use of technology in the classroom which include:

*Familiarization

*Utilization

*Integration

*Re-orientation

*Evolution

Teacher is aware of the new technology and the ability to learn how to use it at the stage of familiarization. He begins to use technology for his private use and at work during the utilization stage, he then proceed to integrate technology to perform some tasks. The teacher's orientation enables him to restructure his teaching techniques in new dimension that would enable him to use technology in the classroom. Teacher is able to progressively evolve, adapt and integrate technology in the teaching and learning process

The paper therefore aims at finding out the quality of English language teachers in secondary schools, assess English language teachers' regularity of the use of ICT in the classroom and evaluate the professional competence of English language teachers

The study is hinged on the following research questions:

1. Does quality teacher education have influence on students' performance in English language?

2. Does teacher's experience have influence on quality teaching delivery of English language?

3. Do teachers undergo ICT training during teacher education programmes?

4. Are teachers' competent in the use of ICT in the teaching of English language?

2. METHODOLOGY

Research design adopted for the study was a descriptive design of a survey type. Self - structured questionnaire was employed in eliciting information from one hundred and fifty secondary school teachers in Ondo East and West local government areas of Ondo State using simple random sampling technique. The questionnaires were divided into three sections. Section A was designed to elicit information about teacher's qualification(s) while section B was designed to elicit information about teacher's experience or number of years in the teaching profession. Section C consisted of ten item questionnaires of four-point items of Likert scale. Both face and content validity of the instrument were ascertained by experts in test construction. Data collected were subjected to statistical testing.

3. RESULTS AND DISCUSSION

Research Question 1: Are there qualified teachers to English language in secondary schools?

Table1. *Teachers' Qualifications*

Qualifications	N	%
NCE	35	23.33
B.A.Ed.	56	37.33
B. A	45	30
M.A Ed	14	9.33

Results of Table 1 showed that 35(23.33%) of the respondents possess NCE which is the minimum qualification in teaching profession. The percentage is relatively high. If teacher's quality should be sustained, there is need for teachers to be above minimum level of qualification in order to enhance good and quality teaching and learning in the classroom. Result also revealed that 56(37.33%) of the respondents have Bachelor degree of education in English. 45(30%) have bachelor degree in English with no education background and 14(9.33%) possess masters in arts education. Findings therefore show that 37.33% and 9.33% having a total of 46.66% English language teachers possess teaching qualifications. This implies that there are no enough qualified English language teachers in secondary schools in Ondo state. Findings also reveal that 23.33% English language teachers possess NCE degree while 30% have Bachelor degree without education background. This implies that 53.33% of English language teachers do not possess teaching qualification, hence, are not qualified to be in the classroom. There is no gainsaying that unqualified teachers will not possess skills and methods of teaching various topics in English language and this will definitely result to poor delivery of English language lessons.

Research Question 2: Do teachers' experience have influence on quality teacher delivery of English language?

Table2. *Teachers' Experience in the Classroom*

Year(s)	N	%
1-5	03	2
6-10	10	6.67
11-15	16	10.67
16-20	22	14.67
21-25	49	32.67
26-30	27	18
31-35	23	15.33

Findings revealed that 3(2%) teachers found themselves in the corridor of teaching profession in five years. 10(6.67%) were employed since ten years ago. 16(10.67%) were in the teaching profession for the past fifteen years. This is an indication that there has been no massive recruitment of teachers by Ondo state government for a long period of time which may result to work overload that may not likely allow teachers to have quality delivery of teaching English language. Result also revealed that 22(14.67) have spent sixteen years, 49(32.67%) have spent twenty one years in the classroom as teachers. 27(18%) have been in the teaching profession for over twenty six years while 23 (15.33%) have over thirty years of teaching experience. Result revealed that 66% of English language teachers have spent over twenty one (21) years in the teaching profession of which majority of them must have been in the administrative cadre as heads of departments, vice principals and principals. This shows that the workload of this group of teachers would be shifted to the younger teacher and, this could hinder quality delivery of English language teachers in the classroom as evidence shows that the state government did not embark on massive recruitment of teachers for over a decade.

Research Question 3: Do teachers undergo ICT training during teacher education programme?

Table3. *Response to teacher straining in ICT during teacher education programme*

SN	Item Responses	SA	A	D	SD	X	REMARK
1.	Have pedagogical knowledge of technological devices	8	7	10	125	1.31	D
2.	Exposed to adequate practical skills in ICT during teacher education programme	4	5	18	123	1.27	D
3.	Expose to computer Based examinations during teacher education programme	5	4	49	92	1.48	D
4.	Undergo regular in-service training in the usage of ICT the teaching and learning	14	19	41	86	1.84	D
5.	Have seen different technological devices during teacher education programme	12	9	46	83	1.67	D
	TOTAL					1.5	

X< 2.5The rating scale of the mean of 1.5 is less than the benchmark of 2.5 hence, 2.5 hence, English language teachers do not undergo ICT training during teacher education programme

Results in Table 3 revealed the mean score of 1.31 of the respondents have pedagogical knowledge of technological devices. The implication is that English language teachers do not have the basic knowledge of technological devices that cold enhance teaching and learning of English language. This shows that majority of English language teachers still engage in the traditional method of teaching. There is no doubt that learning could be boring in such situations. Findings also revealed the mean score of 1.27 of the respondents were exposed to practical skills in ICT during teacher education programme. This revealed that teacher education programme does not incorporate practical skills of ICT into the curriculum hence, teachers cannot give what they do not have. Findings equally revealed the mean score of 1.48 of the respondents were exposed to computer based examination during

teacher education programme. This implies that English language teachers did not write examinations with computer during their teacher education programme hence they are not used to this method in evaluating their students

1.84 mean score of the respondents showed that they undergo regular in-service training in ICT and its usage in the teaching and learning. This revealed that governments do not pay adequate attention to the education sector as teachers are not current in the trend of teaching and learning in the 21st century. 1.69 mean score of the respondents claimed to have seen different technological devices during teacher education programme. This shows that English language teachers are not conversant with the various technological devise that could enhance teaching and learning.

Research Question 4: Are teachers competent in the use of ICT in the teaching of English language?

Table4. *Teachers' competence in the use of ICT in the teaching of English language*

SN	Items Responses	SA	A	D	SD	X	REMARK
1.	Could write good lesson notes on all topics in English using technology	77	33	25	15	3.15	A
2.	Improvise instructional aids in the absence of ready-made ones	28	34	40	48	2.28	D
3.	Use ICT regularly in teaching and learning process	20	25	35	70	1.97	D
4	Use ICT to conduct test and examinations on English language for students	10	13	38	99	1.69	D
5.	Engage students to seek information from smartphones during English language class	19	22	20	89	1.81	D
6.	Regularly use interactive white board for lesson presentation	2	1	63	84	1.47	D
7.	Often use projector or projector for lesson presentations	17	18	48	67	1.9	D
	TOTAL					**1.99**	

X<2.5: The rating scale of the mean of 1.99 is less than the benchmark of 2.5. Hence, English language teachers do not have competence in the use of ICT in teaching English language in the classroom.

Findings in Table 4 revealed that mean score of 3.15 of English teachers write good lesson notes in all topics. This is an indication that teachers were exposed to quality teaching during teacher education programme. Result also revealed that English language teachers do not improvise instructional aids in the absence of ready- made ones. This is revealed with the evidence of the mean score of 2.28 mean score of the respondents showing ability to improvise instructional aids in the absence of ready-made ones. This is an indication that English language teachers go to the classroom and teach lessons in abstract. Teaching in abstract in twenty first century is not a characteristic of a good teacher. In order to have quality delivery of lessons, it is a matter of compulsion for teachers to be well equipped with instructional materials that would enhance teaching and learning of English language. Result equally revealed that English language teachers do not make use of ICT to conduct tests or examinations for students since the mean score of 1.69 is less than the benchmark of 2.5. Findings showed that teachers do not engage their students to seek information from smart phones during English language lessons. This is indicated with the mean score of 1.81 The old method of teacher- centered method of teaching may not allow teaching and learning to be interesting as students would be passive during teaching. This is an indication that teaching of English language has not really taken the standard it should attain as there is much dependence on traditional approach of teaching and learning which has been counterproductive. Fasuba (2016) also declares that if students should be encouraged to read and engage in other learning activities, there is need to integrate ICT in the teaching process. Also,

findings revealed that teachers do not use interactive whiteboard during lesson presentations with the mean score of 1.47 which is less than the benchmark. This shows that a greater percentage of English language teachers are not ICT compliant. This is one of the big challenges confronting many teachers in the 21st century. Findings corroborates with the view of Onyewuchi (2020) that engaging students in meaningful and rewarding instructional activities in technology supported learning is a real challenge for educators. This is an indication that workshops and seminars are rarely organized in a way that would enhance the development of teachers' skills and professional competence in the use of ICT in the classroom

4. CONCLUSION

With the changing roles of teachers in the 21st century, it is imperative that ICT components should be part of teacher education. As teacher education is a global phenomenon, teacher education institutions which are agents of transforming education and society should not only educate new teachers but also update the knowledge and skills of in-service teachers in the pedagogical knowledge and skills in ICT in the teaching and learning process at all levels of education system. This will make it imperative for teachers to be able to engage in the use of ICT and other technological devices that could enhance teaching and learning in schools

5. RECOMMENDATIONS

1. English teachers should acquire professional skills and competence in ICT so as to be effective and efficient in the classroom

2. The use of ICT should be incorporated in lecturing process at higher institutions so as to enable teachers-in -training to have adequate knowledge and exposure to the use of ICT

3. Teachers-in-training should be exposed to pedagogical knowledge, contents and practical skills in ICT

4. There should be regular in-service training, seminars and workshop for English language teachers in a way that they would be exposed to different methods of teaching using ICT

5. Recruitment of teachers should be based on academic and professional competence in ICT

6. Government should respond to the education policies by making adequate funding to education sector which would enhance the implementation of new innovative contents into the curriculum

REFERENCES

Alachi, O.V. (2014). *Teacher education in Nigeria:Implication for education for all.* A paper presented at 8th annual conference of (ASSONT), Enugu.

Bell,R.L., Meaeng, J.L., &Binns, I.C.(2013). Learning in context: Technology integration in a teacher preparation programme informed by situated learning theory. *Journal of Research in Science Teaching 50(3), 348-379*

Chinyere, L.C.*Emerging trends for quality performance in schools. Ahandbook for education and administrations.* Ibadan Daily Graphics Nigeria Ltd.

Fasuba, A.F.(2015). The Dalton plan and information as an alternative teaching-learning method in senior secondary schools in Nigeria. *Multidisciplinary journalof Arts and Language Education 1(1)* (2016).

Federal Republic of Nigeria National policy on education (6thed.). (2013). Lagos:NERDC.

Inyamah, C.K.(2014). Harnessing the uses of some social media networking technologies in learning in higher education. *Journal of media and technology (19)1, 146-154,.*

Madu, O.M.(2020). Teacher and teaching in the 21st century: A paradigm shift. In J.E.Tabotndip, P.E., Eya, &P.I,Egwuasi,(Eds.),*The teaching profession: Practice teachers, beliefs, attitude and entrepreneurships: A nexus.*Onitsha: West and Solomon Publishing Coy, Ltd.

Manuel, J. (2021). 33 tools to teach with technology. *englishpost.org/tools-tech-english-tech.*

National Teachers Institute (NTI) (2019*).*Kaduna Training Manual. *RE- Training programme of head teachers and school administrators in academic leadership*, 8-11 July.

Okokoyo, E.I.(2003).*A handbook on teacher education.* lbadan: End-Time publishing House Ltd.

Oghuvbu, E.P.(2014). Innovation and transformation in teaching and learning, *Journal of Resourcefulness and Distinctions, 9(1), 17-36*.

Oyekan, S.O. (2015). *Foundations of teacher education. lbadan,* Ben Quality Prints.

Selvamm, S.K. P and Devi, R.(2014). *Components of ICT in teacher education. Education and, Social Structure*. New Delhi:Randon Publications Special Libraries Association.

UNESCO (2005). Guidelines and recommendations for reorientating teacher education to address sustainability. Retrieved from http://training teachersglbally. wordpress.com/about2/about-teacher-training/.

Zhou, G,.Judy Xu, J & Martinovic, D.(2017). Developing pre-service teachers' capacity in teaching science with technology through microteaching lesson study approach. EURASIA *Journal of Mathematics Science and Technology Education13(1) 85-103*. ISSN: 1305-8223 (online), DOI 10, 12973/Eurasia.2017 00605a.