



Educational Qualifications and Job Performance of Teachers in Public Primary Schools in Rivers South-East Senatorial District

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Abstract

This study examined how teachers' educational qualifications influence their job performance in instructional presentation/delivery and classroom management within public primary schools in the Rivers South-East Senatorial District. Two hypotheses were formulated for investigation. The study utilized a survey research design conducted in the mentioned district, where the population comprised 1,188 teachers across 283 public primary schools. A sample of 119 teachers, representing approximately 10% of the total population, was selected using a multi-stage sampling method. Data were collected through a researcher-designed questionnaire titled "Educational Qualification and Teachers' Job Performance Questionnaire" (EQTJPQ), and its reliability was assessed via the test-retest method, yielding a coefficient of 0.78. The null hypotheses were tested using Analysis of Variance (ANOVA) at a significance level of 0.05 of significance. The study's findings revealed a significant influence of teachers' educational qualifications on their job performance in terms of instructional presentation/delivery and classroom management within public primary schools in the Rivers South-East Senatorial District. Consequently, the study recommended that stakeholders in education, including the Universal Basic Education Board, education policymakers, and employers, prioritize the recruitment of highly qualified teachers to enhance instructional delivery and classroom management efficiency.

Keywords: Educational Qualifications, Job Performance, Teachers, Public Primary Schools, Education

Introduction

Teachers' performance can be understood through various lenses. It encompasses the fulfilment and execution of assigned responsibilities within the educational setting. This entails the duties carried out by teachers during specific periods in school aimed at attaining educational objectives. Assessing teachers' performance involves evaluating their teaching effectiveness, which can be gauged by factors such as the quality of lesson preparation and delivery, classroom management skills, subject matter expertise, and involvement in extracurricular activities. Additionally, aspects like leadership effectiveness, supervision of student work, and maintaining discipline in the classroom are also considered in evaluating teachers' performance. Teachers' job performance can also be seen as the knowledge base, sense of responsibility, and inquisitiveness which in most cases are predetermined by the teacher's qualifications, experience, and ingenuity. If these factors are executed by the teachers, it simply means that they optimally execute their jobs. It is also assumed that if a teacher has high educational qualifications, he/she can perform his/her job. This view which seems to be upheld by all attracts attention worthy of research. Teachers' job performance can be evaluated in this study based on instructional presentation and classroom management. The instructional presentation describes the ability of the teacher to use the right instructional materials and appropriate teaching methods to attain lesson objectives. It also has to do with the skills, and procedures the teacher uses to deliver a subject matter to the learners while classroom management is the ability of the teacher to organize and shape all the elements of the classroom to ensure effective learning and behaviour management. It has to do with proper classroom control and all-around activities that the teachers carry out to sustain an environment to promote academic achievements. Many variables influence teacher job performance and chief among them is teachers' educational qualification.

Teachers' qualification pertains to the formal education and training undergone by educators to acquire the necessary attitudes, skills, and knowledge essential for effective practice by societal needs. Regarded as an essential prerequisite

for job proficiency, teacher qualification entails acquiring the requisite knowledge, skills, competence, and creativity crucial for delivering high-quality instruction. The certification status and academic degrees held by teachers in their respective fields are crucial factors strongly linked to students' academic achievements (Yakubu, 2023). The educational qualification enables teachers to be distinctive, most especially in lesson preparation and in discharging other classroom duties. This is so because when a teacher has a wide knowledge, it enables the teacher to digest concepts and ideas properly to their pupils. The qualification of teachers directly influences the quality of teaching and learning within the classroom setting. Recognizing this, A successful educational system depends heavily on teachers, who are at the centre of designing and arranging engaging teaching and learning activities (Amie-Ogan & Etuk, 2020). Put simply, the academic success or failure of students, as well as their overall academic performance, is closely tied to the educational qualifications of their teachers. Teachers' educational qualification encompasses the academic and professional credentials that authorize an individual to work as a certified educator. In Nigeria, these qualifications include, but are not limited to, the National Certificate in Education (NCE), Bachelor of Education (B.Ed), Bachelor of Science in Education (B.Sc.Ed), Bachelor of Arts in Education (B.A.Ed), Master of Education (M.Ed), Doctor of Philosophy (Ph.D.), or Doctor of Education (Ed.D.). Nigerian government set up Act 31 of 1993, the Teachers Registration Council of Nigeria (TCRN) which is aimed at regulating the teaching profession. The TCRN as a body, declared that anyone without these degrees in the teaching system must have a Postgraduate Degree in Education (PGDE) to meet the standards.

A National Certificate in Education (NCE) is the minimum teaching qualification required by a person to possess before becoming a teacher. By this, it means that the NCE holders are like toddlers in the teaching profession. As qualification is a driving force that tells about teachers' teaching quality, NCE holders are seen as minimum-level teachers or half-baked teachers who are still struggling with the activities in the profession. At this stage, teachers are perceived to carry out teaching activities with impatience and many mistakes. They are interpreted to be teachers who may not possess all it takes to employ professionalism in discharging their duties. B.Ed, B.A.Ed and B.Sc.Ed are all bachelor degrees and are understood as first-degree teaching qualifications. The first-degree qualification prepares teachers for a career as instructors. Teachers undergo general education classwork, special classes, and practicals that enhance their work in the classrooms. The holders of these degrees are more qualified and they are better in exhibition of professionalism in their career. They are more prepared than the NCE holders and can as well perform better as they exhibit better attitudes and have better management and communication skills. M.Ed is for those who are already education practitioners and they are determined to dig deep into core educational activities and skills. At this level, they are focused more on research and professional practices. Those at this stage are specialists and experts in given aspects of academic activities. They are deemed to possess good skills in managing core teaching activities. They perform excellently well in every aspect of their teaching job. This is because they do not base only on the knowledge they acquire during their learning, they go into constant research, seek more knowledge, they go for the new trends in education, new procedures, new processes, and new practices to better the classroom activities, to bring out the best in the learners and educational advancement.

Considering that there are many degrees suggests that whatever, they do may not be the same. Towing to this thinking, this study is designed to examine if teachers with different degrees perform their jobs differently or if they are at par in executing their professional duties. The study therefore focuses on the educational qualification of teachers and their job performance in Rivers South-East Senatorial District. It has been noticed that despite the different teaching programmes and workshops held for teachers, mostly in Rivers South-East Senatorial District, the academic performance of pupils has not increased, which could be a result of teachers' qualifications. The study aims to see how educational qualification influences the job performance of teachers in public primary schools in Rivers South-East Senatorial District.

Statement of the Problem

Job performance of teachers like any other job has remained a concern to most people. In the bid to ensure that employees efficiently discharge their functions, those who manage workers engage in training and retraining of staff. Teaching as a profession does not only engage in the training and retraining of staff but also has an educational benchmark that enables an individual to be employable as a teacher in primary schools. The policy position may seem good but has not truly reflected on the performance index of those who serve as teachers in the schools. Considering that instructional presentation and classroom management are key factors in determining a performing teacher; the employees of teachers engage in training and retraining of teachers to ensure that teachers can be described as being

performing. While those who manage teachers expose them to various forms of teachers' capacity development strategies, they do not exempt any category of teachers based on their educational qualifications from participating in the training and retraining programs. Since all teachers face the same work situation and retraining programs; there is the need to determine if teachers' level of education has a hand in their performance as regards instructional presentation/delivery and classroom management.

Aim and Objectives

This study aims to investigate the educational qualifications and job performance of primary school teachers in Rivers South-East Senatorial District. Specifically, the study sought to:

1. Ascertain how educational qualification influences the job performance of teachers in terms of instructional presentation in public primary schools in Rivers South-East Senatorial District.
2. Examine how educational qualification influences the job performance of teachers in terms of classroom management in public primary schools in Rivers South-East Senatorial District.

Hypotheses

H0₁: There is no significant influence of educational qualification on teachers' Job performance in terms of instructional presentation in public primary schools in Rivers South-East Senatorial District.

H0₂: There is no significant influence of educational qualification on teachers' Job performance in terms of classroom management in public primary schools in Rivers South-East Senatorial District.

Methodology

The study encompassed a total of 1,188 teachers across 283 public primary schools in the Rivers South-East Senatorial District. Out of this population, a sample size of 119 public primary school teachers, roughly equivalent to 10% of the population was selected for the study. The sampling process for the 119 teachers employed a multi-stage sampling technique. In the first instance, the researchers stratified the area of the study based on schools found in urban settlements and rural settlements. The urban primary schools are 157 with 692 teachers. The rural primary schools are 126 with 496 teachers. The total number of schools is 283 with 1,188 teachers. From the urban areas, 16 schools were chosen and 13 schools were chosen from the rural areas. To select schools to be visited, the schools in urban areas were listed, also the schools in the rural areas were listed. The researchers adopted a systematic sampling technique to select schools at every 10th number systematically and in all, 29 public primary schools were selected. Upon arrival at each of the selected schools, a ballot-with-replacement form of a simple random sampling technique approach was adopted. 4 teachers in each of the schools were sampled, except Khana which got 7 because of its population. In all, 119 teachers were sampled. To conduct the ballot-with-replacement, the researchers wrote down the names of teachers found in each of the schools and put them in a basket. At each point, a paper is picked, and the name written on it is written down to be sampled. Thereafter, the paper is mixed up again until the 4th person per school is selected. But where a name that was previously selected got picked again, the name is dropped and the papers are re-shuffled. This process took place in each of the 29 schools. In all, 119 teachers were sampled from 29 schools. The data collection tool utilized in this study was a questionnaire developed by the researchers, titled "Educational Qualification and Teachers' Job Performance Questionnaire" (EQTJPO). The reliability of the questionnaire was assessed using the test-retest method, yielding a reliability coefficient of 0.78. Analysis of Variance (ANOVA) was utilized to analyze the null hypotheses set at a significance level of 0.05 alpha.

Results

Table 1: ANOVA table showing the influence of teachers' educational qualification on teachers' job performance in terms of instructional presentation in public primary schools in Rivers South-East Senatorial District.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.897	3	.299	9.150	.000
Within Groups	3.760	115	.033		
Total	4.657	118			

Table 1 presents the differences in the influence of teachers' educational qualifications on teachers' job performance in terms of instructional presentation in public primary schools. The result, $F=9.150$ and $p\text{-value}=.000$ showed that

Teachers' educational qualifications significantly influence teachers' job performance in terms of instructional presentation/delivery in public primary schools in Rivers South-East Senatorial District. Thus, the null hypothesis is rejected

Table 2: ANOVA table showing the influence of teachers' educational qualification on teachers' job performance in terms of classroom management in public primary schools in Rivers South-East Senatorial District.

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.093	3	.698	41.298	.000
Within Groups	61.817	115	.538		
Total	63.910	118			

Table 2 presents the differences in the influence of teachers' educational qualifications on teachers' job performance in terms of classroom management in public primary schools. The result, $F= 41.298$ and $p\text{-value}=.000$ shows that Teachers' educational qualifications significantly influence teachers' job performance in terms of classroom management in public primary schools in Rivers South-East Senatorial District. Thus, the null hypothesis is rejected.

Discussion

The results of this study indicate a notable impact of educational qualifications on the job performance of teachers, particularly concerning instructional presentation/delivery in public primary schools within the Rivers South-East Senatorial District. The statistical significance was evidenced by a significance value (sig.) of .000, which is less than the predetermined threshold of 0.05, leading to the rejection of the null hypothesis. This suggests a substantial influence of educational qualifications on teachers' job performance in terms of instructional presentation within the mentioned district. Further analysis revealed a significant influence of educational qualifications on job performance in terms of instructional presentation/delivery, as indicated by an F value of 9.150 with a significance level of 0.000, which is below 0.05. This underscores the impact of educational qualifications on teachers' ability to effectively deliver instructional content. This is consistent with the findings of Gandonu et al. (2019) study, Influence of Art Teachers' Operational Competence on Students' Art Learning Achievement, which found a strong correlation between academic credentials and student performance. This perspective is consistent with the findings of Bassey and Nya (2019), who similarly found a favourable and substantial correlation between the academic background of fine arts teachers and the academic success of their pupils in the fine arts. This aligns with the notion that individuals with advanced qualifications possess a deeper understanding of pedagogical content knowledge, enabling them to demonstrate superior practical skills in their teaching endeavours. Teachers who constantly update themselves gain new knowledge and skills. Acquisition of higher and better degrees enables a teacher to manipulate, and control the teaching environment and its procedures and bring in better job performance. Those with higher qualifications, their skills, make learning fun and better for learners. Adeoye et al. (2014) carried out a study to determine if teachers' educational qualification influences teachers' job performance. They confirmed that there is a statistical influence of educational qualification on the job performance of teachers. Teachers according to Ajadi (2020) have a critical role in presenting and delivering instruction to raise productive personalities who can add value to society. From the result of this study, the quality of instructional presentation significantly depends on the level of teachers' qualifications. Quality instructional presentation is seen in the learners' performance, poor instructional presentation results in a low standard of learners' achievement. Instruction from a well-qualified teacher highly leads to better learning and efficient job performance.

For a great result in a learner's academic life, a higher-level teacher with great skill in instructional delivery is needed for a learner's performance. This means that, if an average qualified teacher presents instruction, it will equally give an average impact. Therefore, quality instructional presentation is based on the teacher's level of qualification and ability. Gaji (2014) discovered that teachers who had a deeper understanding of the subject matter created pupils who performed better than those who had a shallow understanding. The quality of teachers' level determines the quality of instructions a teacher gives, it also determines the level of development a learner gets. Motives of educating a learner can only be realized with well-committed and delivered instruction. Therefore, a higher level of educational qualification enables a teacher to use the right methods and skills in delivering instruction. Instructional presentation is not for weak hands or freshers, as it is one of the core teaching activities in the profession. In a situation where a group of unable and weak hands is involved, it reduces the instructional presentation process and makes it ineffective

and unrealizable. The ability to apply diverse motives, and integrate theoretical concepts with real-world applications during instructional presentation, core knowledge of the course concept, proper use of the instructional materials, and ability to efficiently handle teaching aids is highly demonstrated among teachers with higher educational qualifications. The above-mentioned qualities enable efficient instructional presentation and these are great qualities possessed by highly qualified teachers.

According to Amie-Ogan and Omunakwe (2020), a significant number of students' academic achievement is influenced by their instructional skills. A highly groomed teacher is more competent, more organized, and more skilled. A person can only give what he has acquired, therefore one cannot exceed his/her level of knowledge. Instructional presentation is a multi-faced activity, a good instructional presentation/delivery is a combination of a teacher's expression, teacher's speech, discussion, and many more. As presentation is a step-by-step activity, it can only be carried out perfectly by higher hands which the result of this study has shown. The interaction between the learners and teachers can only be carried out in a better way through higher professional hands, well well-groomed trainers of the trainees who have the content knowledge, the skills, and the ability to handle teaching activities. The highly qualified teachers have skills and strategies in instructional delivery/presentation. They carry out explicit teaching with demonstration and with no mistakes. Delivering instruction is an art, it demands the hands of professionals and qualified teachers who are dynamic, and always excited about their jobs. They exhibit more care toward the learners' and inspire their interest in learning, they perform better than the lesser-qualified teachers. Highly qualified teachers overcome anxiety, handle questions well and adopt the right teaching style. According to Bolkan and Griffin (2017), a teaching style influences pupils' learning and motivation. It is only those with higher levels of education that can apply a better teaching style. This indicates that there is a significant influence of educational qualification on teachers' instructional presentation/delivery. Summarily, higher educational/professional qualifications lead to proper preparation, proper instructional presentation, effective use of instructional materials, and effective use of instructional methods during teaching and learning and these make teachers' jobs effective. Higher qualification is an important variable that provides teachers with personal fulfilment, better skills, and diverse opportunities, those with higher educational qualifications are more competent in instructional presentation; therefore, having done an extensive discussion on this finding, it is now very glaring that higher educational qualification influences teachers job performance in terms of instructional presentation in public primary schools in Rivers South-East Senatorial District.

The results of this study indicate a significant impact of teachers' educational qualifications on their job performance regarding classroom management in public primary schools within the Rivers South-East Senatorial District. The statistical analysis ($F=41.298$) revealed a significance value (sig.) of .000, which is less than the predetermined threshold of 0.05, leading to the rejection of the null hypothesis. This suggests a substantial influence of educational qualifications on teachers' ability to effectively manage classrooms within the mentioned district. This study is in agreement with Amie-Ogan and Nwafor (2021), who stated in their study; the influence of teachers' characteristics on classroom management, they stated that teachers' qualification influences classroom management in public primary schools in Rivers State to a high extent. Also, Ayoola and Akinwumi (2015), in teachers' classroom management skills and academic performance of pupils stated that the level at which teachers exhibit their skills in the classroom is a function of their level of education which influences their performance. Effective teaching and learning only take place in a healthy and friendly environment. Organizing a physically functional environment for academic learning reduces pupils' negative behaviour and anxiety toward teachers. It encourages and inspires pupils, it makes them focus on their learning and it helps for easy assimilation. According to Olayele (2011), subject matter knowledge, teaching abilities, and teachers' attitudes toward teaching and learning in the classroom all positively and significantly linked with students' academic success. Classroom management which involves the maintenance of a good and friendly atmosphere for learning, creating an organized and orderly environment, and expectation of high success in every aspect of learning is properly carried out by those who are highly groomed in the profession. According to the result of this study, only well-qualified or higher-educational qualified teachers can be very effective in classroom management. Highly qualified teachers plan ahead of time on what to achieve, how to achieve their aim, and how to carry it out. They engage in meaningful classroom activities which bring positive changes in the learners and the environment. Generally, it takes a highly qualified teacher to carry out core classroom management activities, guide learners' activities, develop procedures and rules, and make a better decision as they are all-rounders. From the discussion of this study, the educational qualification of teachers influences teachers' classroom management in Rivers South East-Senatorial District.

Conclusion

Based on the findings of this study, it was concluded that there is a significant influence of educational qualification on teachers' job performance in terms of instructional presentation and classroom management in public primary schools in Rivers South-East Senatorial District.

Recommendations

The study therefore recommended that:

1. Universal Basic Education Board, policymakers in education, all stakeholders in education, and other employers of labour should insist on employing highly qualified teachers to enable teachers' efficient instructional delivery/presentations.
2. Government, supervising agencies, and stakeholders in education should sensitize teachers on the importance of proper classroom management and provide the necessary materials for efficient and effective classroom management.

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