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DETERMINATION OF TEACHING COMPETENCY AMONG NCE GRADUTES OF THE JIGAWA STATE COLLEGE OF EDUCATION TEACHING IN JUNIOR SECONDARY SCHOOLS

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Abstract: The study examines the relationship between Teacher competence and students' performance among NCE graduates from College of Education, Gumel, who are teaching in Junior secondary schools in Jigawa State. It was conducted using causal comparative design. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 20, for both descriptive and inferential statistics. The outcomes of the study revealed that teacher competence contributes up to 47.7% of the students' performance. Participating teachers differs in teaching competence domains ($F = 8.091$, $P < 0.05$), they are more competent in mastery of subject matter, insufficient skills in classroom management, teaching methodologies and knowledge of pupils' or students' characteristics. Gender has no significant impact on teacher competence ($t [43] = .850$, $P > 0.05$). The mean male teachers' score is slightly above that of females. Similarly, gender has no significant influence in teaching competency domains at 0.05level of significance. The findings have shown a significant difference in teacher competency between the schools at both 95% and 99% alpha level of significance ($F = 12.57 < P.005$). Teachers of Model Boarding junior secondary school Gumel are more competent compared with their counter parts in the other schools. Location of the school has significant impact on teachers' competence ($t [43] = 3.107$, $P < 0.05$), teachers who teach in urban schools are more competent than those that teach in rural schools. There is need for junior secondary school teachers to have additional training skills on the KPC, TMD and Classroom Management (CLM) in order to enhance students' performance.

Keywords Teacher, competency, students, performance.

I. INTRODUCTION

The ability of a teacher to carry out the learning process in the classroom referred to as teacher competency (Istiqoma & Maryani, 2019). It is the ability of a teacher to demonstrate the skills and knowledge gained as a result of training (Williams & Ikpa, 2019). It is an important factor in attaining student learning success and performance. In other words, student learning success and performance is an image of the teachers' success in teaching (Istiqoma & Maryani, 2019). Daily classroom instruction is the core task of the teaching profession which requires high levels of engagement and competence. Improving teacher education programmes is a worldwide concern with focus mainly on developing countries like Nigeria. Teachers are key personnel in realizing the national goal of any country. As such, they need to be lifelong learners themselves in order to take on the heavy responsibilities assigned to them and be capable of positively influencing the students in their thoughts, behaviors and lifestyle. The

training and retraining of teachers for self development become imperative since pupils/students' outcomes depend greatly on teachers' quality.
The quality of education being provided at basic education level (I.e., the first six [6] years in primary school in Jigawa State has been of great concern. Moreover, teachers of this level are the bedrock of any educational attainment that an individual acquired. As such, there is need for such teachers to have a solid foundation in methodological strategies of teaching and competency. Hence, teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. This responsibility makes it necessary for teachers to portrait for a constant search for updated knowledge in various fields of their specialization, i.e. latest information, skills, and new methodology of teaching.

Competence refers to the ability of a person or organisation to achieve particular levels of performance (Roelofs & Sanders, 2007). It is the right way of conveying units of knowledge applications and skills to the students (Khatoon, Azeem, & Akhtar, 2011). Agbo (2006) referred to a competent teacher as anyone who acquired sufficient knowledge in an academic field, and has been trained in the methodology of teaching. Competence signifies a set of conscious, trainable skills and abilities which make a teacher effective. Teaching competency is the demonstration of a large number of tendencies, skills and attitudes by the teacher during teaching-learning process. A competent teacher is supposed to internalize these attributes and demonstrate them freely during his teaching. The extent to which he demonstrates proficiency in the various attributes is the extent to which his lesson is prone to be successful. Marinković, Bjekić and Zlatić (2012) reported that the results of teachers' competence are the achievements of students (knowledge, intellectual, social and practical skills, values and behaviours).

The performance of students in our junior secondary schools in Jigawa state seems to be very low compared to certain period in the past. Teaching staff nowadays need the competences to constantly innovate and adapt to the nature of the changing world. Since competency is an essential aspect for achieving higher productivity in learning out comes.

Objectives

The main objective of this study is to assess the impact of teachers' competence of the NCE graduates on students' academic performance in junior secondary schools in Jigawa State. The followings are the specific objectives of the study:

- To examine teachers' Knowledge of pupils' or Students' Characteristics (KPC), Mastery of Subject Matter (MSM), Classroom Management (CLM) and ability to adopt Teaching Methodologies (TMD) that sustains the students' interest throughout the lesson among NCE graduate teachers in Jigawa JSS schools.
- To examine teachers' competency among the various areas of specialization (i.e., Sciences, Arts / Social Sciences and Languages), on students' performances.
- To examine gender differences in teachers' competency, by subjects and by location.

II. METHODOLOGY:

The study was conducted using casual comparative design, by the use of structured Teacher Competence Rating Scale (TCRS) and students' Assessment Test (SAT). The population for the study consists of all NCE graduates from Jigawa State College of Education,

Gumel, who are teaching in junior secondary schools in Jigawa state, and the students they teach. Multi-stage process using random, purposive and disproportionate sampling techniques were adopted in this study, while engaging the participating teachers and students from nine (9) schools from three local governments (Gumel, Maigatari and Gagarawa LGAs) comprising forty-five (45) teachers and 1364 students. Competency level for teachers was assessed using TCRS during class instruction and students' performances were also examined using Students' Assessment Test (SAT). The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 20, for both descriptive and inferential statistics.

III. RESULTS AND DISCUSSIONS

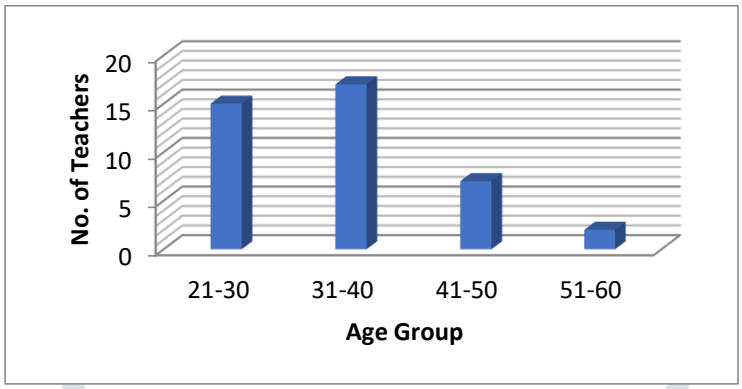
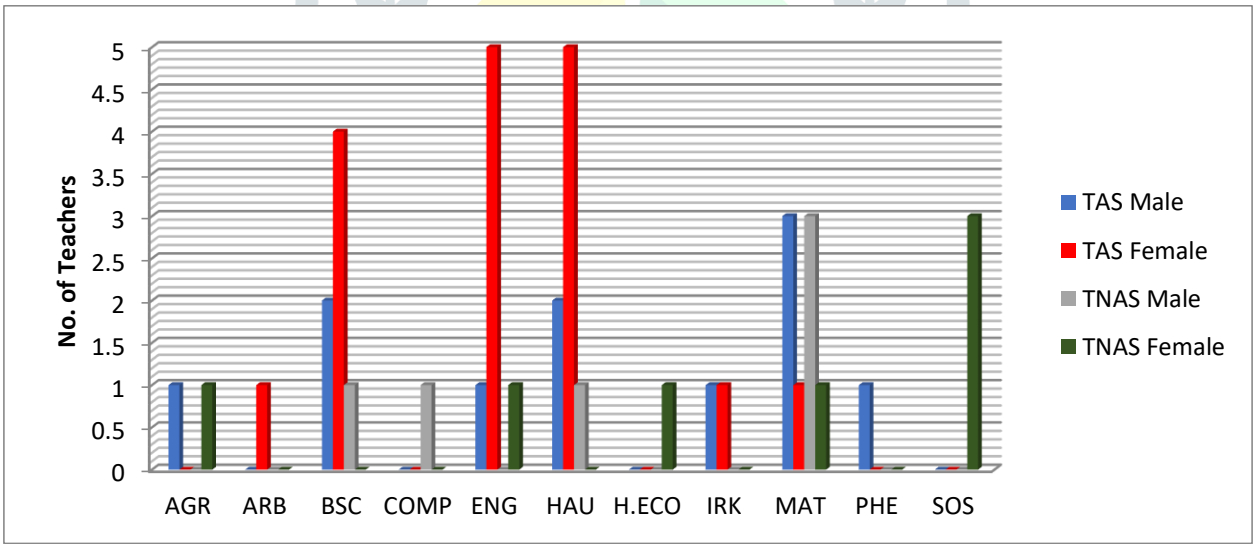


Fig 1: Demographic characteristics of Teachers

The figure above (Fig 1) indicates that majority of the teachers were between the age range of 31-40 years, followed by those within the age range of 21-30 years, with the least of them from 41-50 and 51-60 years



Key TAS – Taught in Area of Specialization
TNAS –Taught in Non- Area of Specialization

Fig 2: Teachers' Area of specializations and Teaching subjects

From Fig 2, it can be seen that the number of female teachers taught in their area of specialization in Basic science, English and Hausa are more than the male teachers. While the number of Mathematics teachers taught in their area of specialization is more than that of females.

Table 1: Teachers' Competency and Students' Performance by Subjects

SUBJECTS	TEACHERS' MEAN SCORES	STUDENTS' MEAN SCORES
AGR (n = 4)	37.50 ± 4.95	(n = 127) 22.79 ± 0.19
ARB (n = 4)	38.00 ± 0.00	(n = 122) 18.44 ± 0.00
BSC (n = 5)	43.42 ± 16.22	(n = 134) 31.75 ± 23.88
COMP (n = 4)	47.00 ± 0.00	(n = 109) 25.33 ± 0.00
ENG (n = 5)	44.86 ± 10.62	(n = 136) 24.93± 18.19
H.ECO (n = 4)	69.00 ± 0.00	(n = 164) 65.501± 0.00
HAU (n = 4)	42.13 ± 8.15	(n = 104) 19.81 ± 11.12
IRK (n = 4)	50.00 ± 15.56	(n = 111) 55.83 ± 37.95
MAT (n = 5)	47.75 ± 12.96	(n = 149) 21.85 ± 19.29
PHE (n = 4)	45.00 ± 0.00	(n =106) 51.81 ± 0.00
SOS (n = 4)	36.00 ± 3.61	(n =132) 11.49 ± 5.48
(N = 45)		(N = 1364)

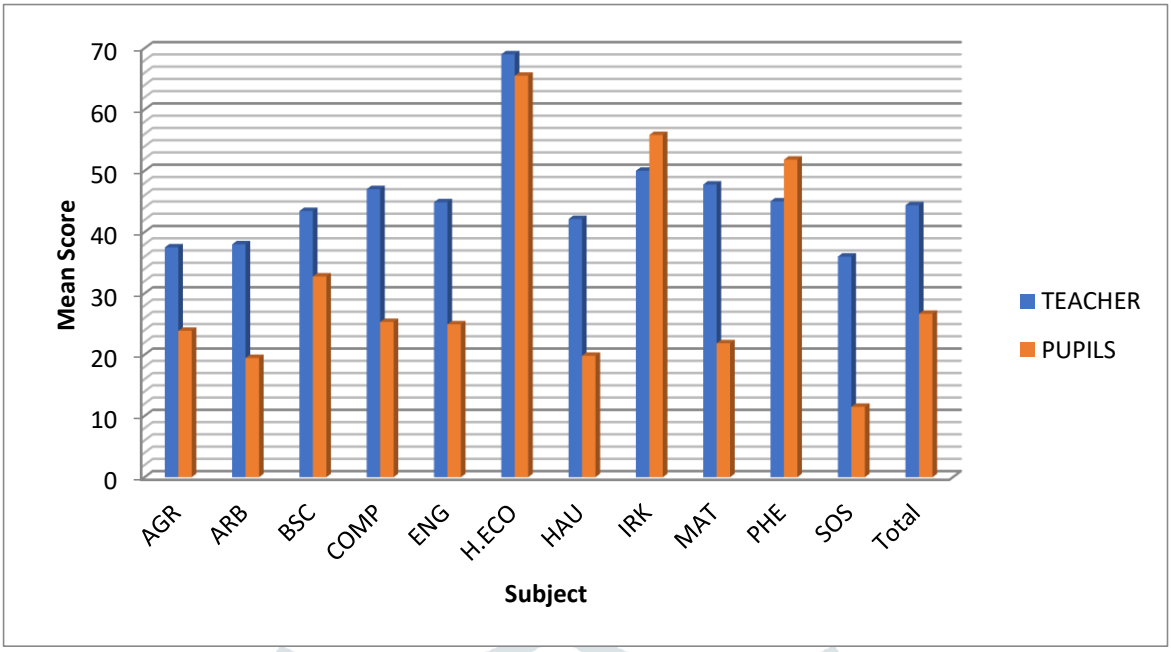


Fig 3: Teachers' Competency and Students' Performance by Subjects

The teacher competence (score) is higher than the students' performance. This shows that teacher competence matters a lot in learning process, since teacher is the source of knowledge. In the case of IRK it is easy to explain why students' performance is higher than teacher competence level. This is because students most at time have knowledge of the subject before the class. In fact, it is clear that before attending formal (conventional schools) children in muslim communities in northern Nigeria, first enrolled into Islamiyya and Quranic schools that provide children with basic Islamic education. While in the case of PHE it could be because of the nature of the activity, as physical activity enhances brain functions, of which children like to engage in.

Table 2: Descriptive Statistics for Teachers and students' performance

PARTICIPANTS	N	M±SD
TEACHERS' SCORE	45	44.57 ± 12.56
STUDENTS' SCORE	1364	28.68 ± 19.77

The table above has shown that the mean score of teachers and student based on teaching competence assessment and students' assessment test. The mean teachers' competency score is higher than the students' mean scores or performance. The scores are indicated in figure (ii) below.

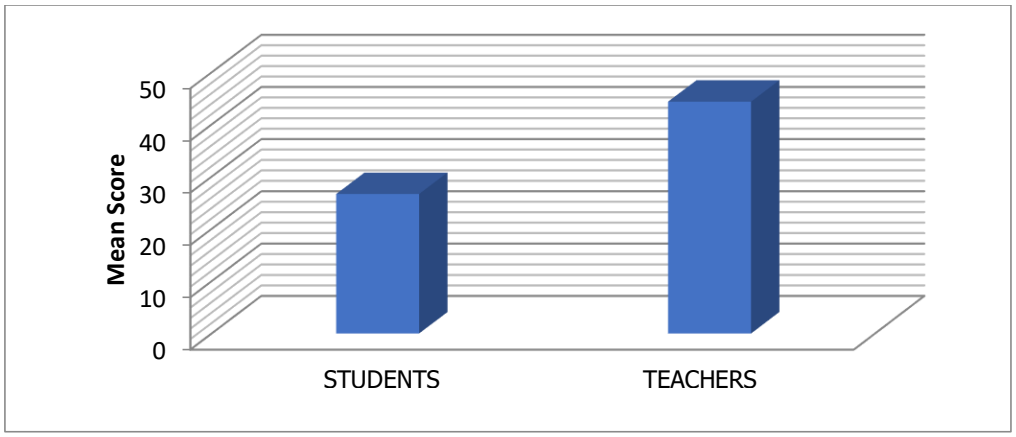


Figure 4: Teachers' and Students' Performance

Table 3: Correlations of Teacher Competency and students' performance

		STU MEAN SCORE	TEACHERS SCORE
Pearson Correlation	PUPILS MEAN SCORE	1.000	.691
	TEACHERS SCORE	.691	1.000
Sig. (1-tailed)	PUPILS MEAN SCORE	.	.000
	TEACHERS SCORE	.000	.
N	PUPILS MEAN SCORE	41	41
	TEACHERS SCORE	41	41

The correlation indicates that teacher competence has significant impact on students' performance at both 95% and 99% level of significance having r-value of 0.69 and p = 0.000.

Table 3: Regression Analysis Showing Teacher Competency Level and Students' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681[a]	.466	.454	14.56177

a. Predictors: (Constant), TEACHERS SCORE

The model implies that teacher competence explains up to 47.7% of the students' performance, leaving the remaining 52% percent to be accounted by other factors (including conducive teaching /learning environment, teaching duration, subject matter, students' previous knowledge and so on). Thus, teacher competence can be used as factor in explaining students' performance. See the regression plot below.

Y= -26.061+1.88(x)

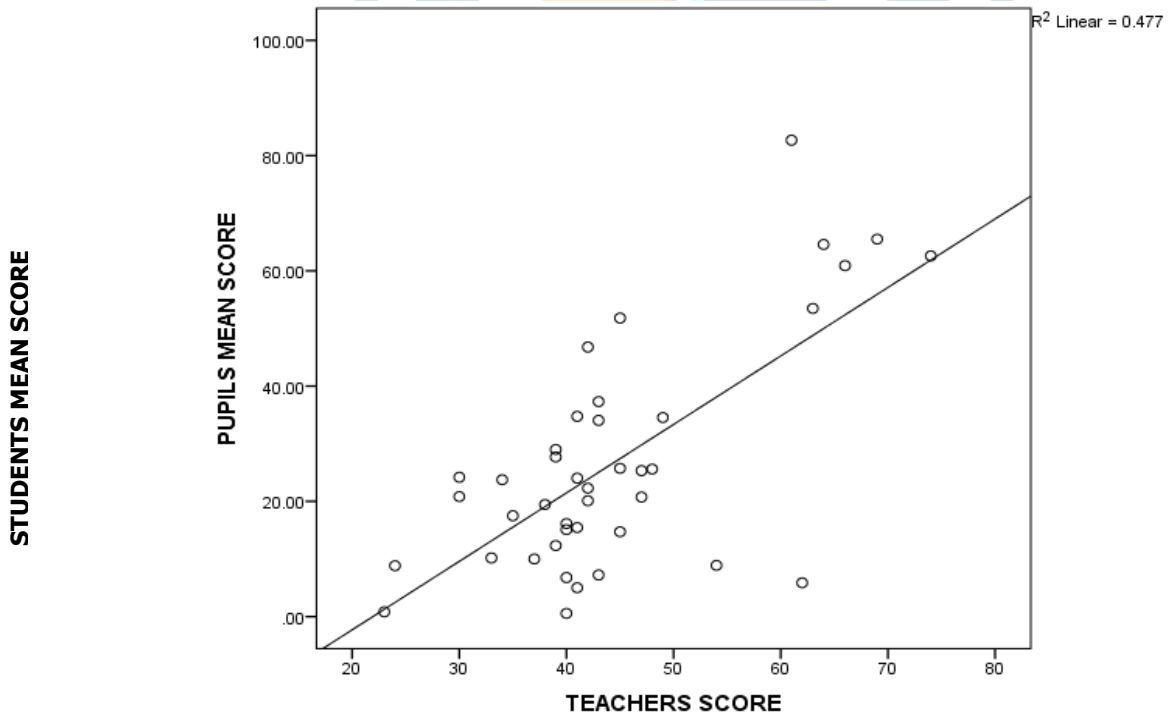


Figure 5: teachers and students mean scores

Table 3: Difference in Teachers' Competency Domains

Domains	M±SD	Min.	Max	F-value	P- value
KPC (n =45)	42.86 ±12.66	20.00	73.30	7.092	0.000
MSM (n =45)	53.33 ±11.77	35.00	85.00		
TMD (n =45)	41.29 ±12.58	20.00	74.30		
CLM (n =45)	41.75 ±12.15	20.00	73.30		

The result of this analysis indicates significant difference between the four domains of teachers' competency level at both 95% and 99% level of significance (F [3,160] = 8.092, P <0.05).This means that teachers are more efficient in the mastery of subject matter (MSM) compared to other domains. They are less competent in teaching methodology (TMD), classroom management (CLM) and knowledge of pupils' or students' characteristics (KPC). Duncan's mean ranking indicates the differences between the four domains as can be seen from the mean plot below.

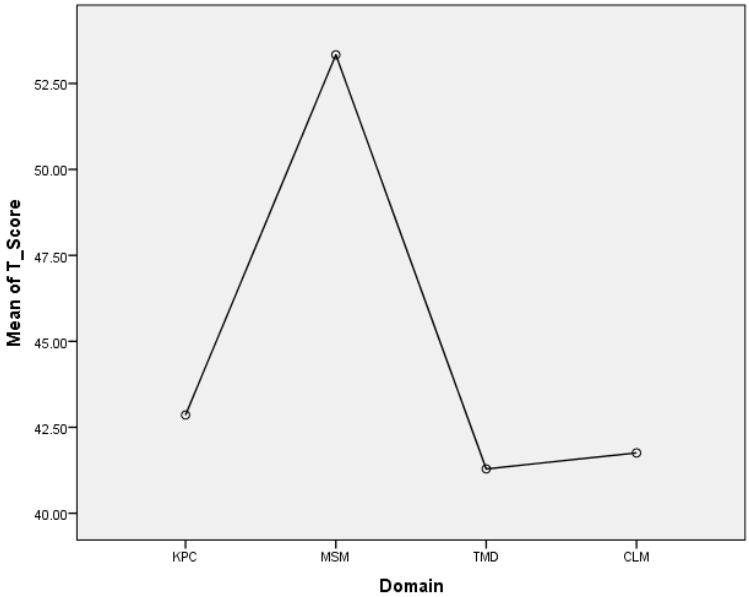


Figure 6: Differences between the four domains

From the result there is significant difference in teacher competence domains, however the difference is significant only between the Mastery of Subject Matter (MSM) and other three domains as can be observed in the Duncan's mean ranking table. The other three domains (Teaching Methodology {TMD}, Knowledge of Pupils Characteristics {KPC) and Classroom Management {CLM}) are not significantly different from one another. This can be attributed to the fact that they are more significantly related in some ways. Good class room management requires in-depth knowledge of students' characteristics. Also TMD is related to class size, where the class is large, it is difficult to apply one method, as such large class requires diverse methods. Mastery of Subject Matter on the other hand has less association with the three. Indeed the correlation results confirmed this assertion. Figure (iv) indicates the mean differences among the four domains of teachers' competence.

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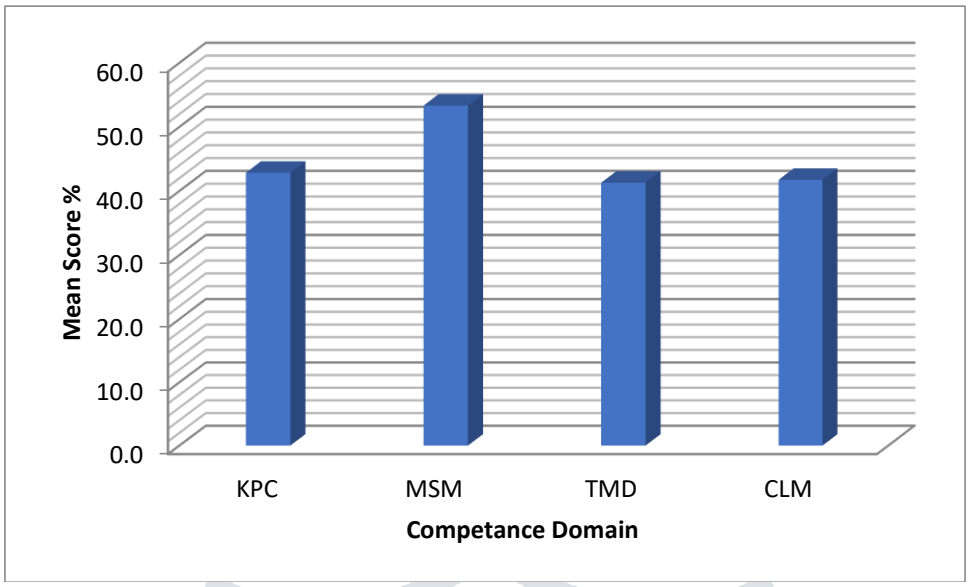

Figure 7: Mean differences among the four domains of teachers' competence

The figure indicates that teachers are more competent in the Mastery of Subject Matter compared to other competency domains.

Gender	M±SD	Min.	Max.	df	t-value	prob.
Male (n =29)	46.47 ±11.13	39.0	72	43	.850	.331
Female (n =16)	42.86 ±12.46	23.0	68			
N 45	44.65 ± 11.32					

Table 4: Gender difference in Teachers' Competence

The result has shown that gender has no significant impact on teacher competence (t [43] = .850, P > 0.05). The mean male teachers' score is slightly above that of females. This implies that male teachers are relatively more competent than the female teachers even though no statistical difference observed.

Table 5: Gender differences in Teachers' competency Domains

Variable		M±SD	df	t-value	P-value
KPC	Male (n=29)	45.48 ± 10.54	43	1.060	0.276
		Female (n= 16)	41.11 ± 14.13		
MSM	Male (n=29)	55.59 ± 12.10	43	1.027	0.205
		Female (n= 16)	51.67 ± 11.76		
TMD	Male (n= 29)	43.19 ± 11.56	43	0.658	0.442
		Female (n= 16)	40.11 ± 13.58		
CLM	Male (n=29)	43.94 ± 9.74	43	0.912	0.345
		Female (n= 16)	40.28 ± 13.82		

From the table above it can be deduced that there is no significant difference between males and female teachers in their teaching competency domains at 0.05level of significance, but the disparity is highest in the KPC and MSM. Whereas, in the other two domains, slight difference exists between male and female teachers, this can be seen clearly in figure (vi) below.

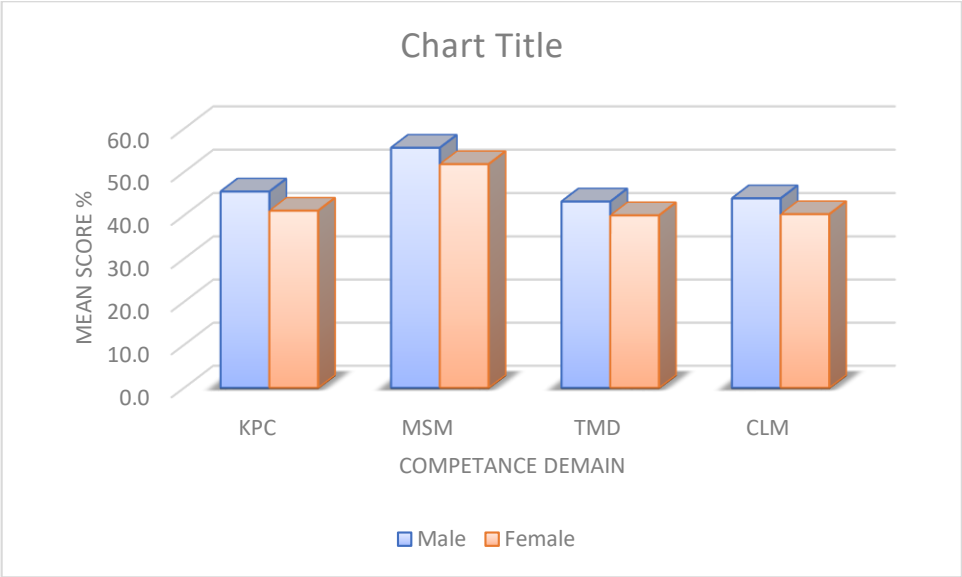

Figure 8: Gender differences in Teachers' Competency Domains

As can be seen in the figure, male teachers do better in all the competency domains compared with their female counterpart. Hence, it can be concluded that male teachers are relatively better in their competency than female teachers, even though not significantly different statistically.

Table 6: Difference in Teacher Competence between the Schools

Schools	n	M±SD	Min.	Max	df	F- value	p-value
Babban Sara	(4)	43.75 ± 3.59	41.0	49.0	8	12.57	.000
Maigatari	(4)	40.50 ± 5.74	34.0	48.0			
Bosuwa	(5)	37.60 ± 4.34	30.0	41.0			
Gagagarawa	(4)	36.50 ± 6.56	30.0	45.0			
G/Chiroma		53.00 ± 10.27	43.0	66.0	32		
Madaka	(4)	30.75 ± 8.73	23.0	41.0			
Model boarding	(5)	66.20 ± 5.26	61.0	74.0			
Nasoro	(5)	43.20 ± 1.79	41.0	45.0			
Balarabe	(5)	42.60 ± 6.62	37.0	54.0			

The table has shown a significant difference in teacher competency between the schools at both 95% and 99% alpha level of significance (F [8, 32] = 12.57 < P.005). Teachers of Model boarding junior school are relatively more competent compared with their counter part in the other schools, followed by the teachers of Nasoro junior schools

Table 7: Difference in Teacher Competence by Location of the Schools

Location	Teacher competency	Df	t	P-value
Urban (n=24)	48.42 ± 12.12			
Rural (n= 21)	36.65 ± 7.99	39	3.109	.004
Total (N=45)	42.54 ± 20.11			

The table indicates that location of the school has significant impact on teachers' competency (t [39] = 3.109, P < 0.05). Meaning that teachers taught in urban schools are more competent than those taught in rural schools.

IV. DISCUSSION

The study examines the relationship between Teacher competency and Pupils' performance. The outcomes of this study revealed that teacher competence has significant impact on students' performance, it explains up to 47.7% of the students' performance, leaving the remaining 52% percent to be account by other factors according to this study.

Thus teacher competence can be used as factor in explaining pupils' or students' performance. The finding of this study is in unison with the reports of Kosgei et al. (2013) who reported that teachers need to have and apply specific abilities or competencies, without which their influence may not be reflected in their students' performance in the subject. It has been established that there is a high correlation between what teachers know and what they teach (Abioye & Sunday, 2014), which is equally in line with the finding of this study. Earlier, Huang and Moon (2009) document that teacher competence accounted for approximately 40 - 60% of the students' performance, which is in agreement with the finding of this study.

The result of this study demonstrated a significant difference between the four domains of teachers' competency level among the participants ($F [3,160] = 9.092$, $P < 0.05$). However, the difference is significant only between the Mastery of Subject Matter and other three teaching competency domains as revealed by Duncan's mean ranking. The three domains i.e. Teaching Methodology {TMD}, Knowledge of Pupils Characteristics {KPC} and Classroom Management {CLM}) are not significantly different from one another. This means that participating teachers are more efficient in mastery of subject matter, less competent in teaching methodology, classroom management and knowledge of pupils' characteristics. The findings of this study is in agreement with the report of Abioye and Sunday (2014) who opined that, the ability to teach effectively depends on the teachers' knowledge of the subject matter. Hence it is the foundation upon which the education of teachers are based (Lydiah et al., 2014), which enables them to teach using different teaching methodologies (Jadama, 2014). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning, as well as facilitating him/her to teach and explain the subject content well and make his/her learners conceive clearly (Lydiah et al., 2014).

It was reported that a teacher who is knowledgeable of subject matter uses clearer language; his discourse is more connected and provides better explanations than the one whose background is weak (Abioye & Sunday, 2014). Studies have shown that teacher education, ability and experience are associated with increase in pupils'/students' performance across schools (Fakeye, 2012). Subject matter knowledge, teacher's qualification, experience, classroom behaviour, teaching skills and teacher-student relationship are strong variables indicating pupils' or students' performance (Fakeye, 2012). Studies on unprepared and underprepared teachers versus fully prepared teachers consistently show that the students taught by teachers who are fully prepared demonstrated stronger learning gains (Jadama, 2014). All these are in support of the findings of this study.

Hanke et al. (2014) reported that effective teaching and learning cannot take place in poorly managed classrooms. This validates one of the findings of this study that states that teachers lack sufficient skills in classroom management ($t [39] = 0.935$, $P > 0.05$), an important factor influencing pupils' performance. Therefore, efficient classroom management establishes the environmental context that makes good instruction possible; promote independent learning and success for all students in classrooms which are productive, orderly and pleasant (Austin & Omomia, 2014). The ability of teachers to organize classrooms and manage the behaviour of their students is one of the critical aspects in achieving positive educational outcomes (Emmer & Stough, 2001).

The outcome of this study has shown that participating teachers have deficiencies in teaching methodologies (t [43] = 0.759, P > 0.05), which affect students' performance. Participant teachers were found to be using teaching methodologies that does not conform to the students' needs. Substantial evidence revealed that effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners (Adunola, 2011; Ganyaupfu, 2013). Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Bharadwaj and Pal (2011) perceived that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs influence their academic attainments (Ganyaupfu, 2013). It was reported that regular poor academic performance by the majority of pupils or students is fundamentally linked to application of ineffective teaching methods (Adunola, 2011).

Similarly, the study revealed no significant difference in teacher competency between teachers that teach in their area of specialization, non-area of specialization and those teachers with specialization in Primary Education Studies (F =.440, P > 0.05). Though statistically insignificant, the performance of teachers taught in their area of specialisation is better than that of the other two specialisations (i.e. non-area of specialisations and PES) in terms of competency level.

The result indicates significant difference in teacher competency between the schools (F [8, 32] = 12.57, < P.005). Teachers of Model boarding junior school Gumel are relatively more competent compared with their counter part in the other schools, followed by the teachers of Galagamma primary school Gumel. However, the study indicates an insignificant difference in teachers' competency level between subjects specialization (F = .744, P > 0.05).

This study has shown that gender has no significant impact on teacher competence (t [39] = .980, P > 0.05. The mean of male teachers' score is slightly above that of females. This implies that males' teachers are relatively more competent than the females' teachers, however not significantly different statistically. Similarly, the outcome of this study indicates that male teachers are comparatively better than females in their teaching competency domains, with major disparities in the KPC and MSM.

Location of the school has significant impact on teachers' competency (t [43] = 3.106, P < 0.05). This means that teachers who are teaching in urban schools are more competent than those teaching in rural schools. The study indicates significant difference in students'' performance between the three subject categories (F = 7.35, P < 0.05). Duncan's mean ranking revealed that pupils' performance in Arts is higher than the other subject categories.

V. CONCLUSIONS

Teacher competency is an important aspect for determining and enhancing students' performance. This study revealed that teacher competence contributes up to 47.7% of the students' performance. Participating teachers are more efficient in mastery of subject matter, less competent in teaching methodology, classroom management and knowledge of pupils' characteristics. Similarly, the study revealed no difference in teacher competence between teachers that teach in their area of specialization, non-area of specialization and those teachers with specialization in Primary Education Studies. It was found that teachers differ in terms of competency between the schools, with highest performance of teachers from one school (Model Boarding junior secondary schools Gumel). However, there is no difference in teachers' competency level between subjects specialization. This study has shown that gender has no significant impact on teacher competence. Though, the male teachers' performance is slightly above that of females, with major disparities in the Knowledge of Pupils' Characteristics and Mastery of Subject Matter. Implying that, male teachers are relatively more competent than females. Pupils taught by male teachers perform better than those taught by female teachers based on the assessment test conducted in this study. Teachers taught in urban schools are more competent than those taught in rural schools.

Recommendations

The followings recommendations are based on the outcomes of the study:

- Jigawa State College of Education should give more emphasis in the training of NCE pre-service teachers on Teaching Methodology, Knowledge of pupils' or students' characteristics and Classroom management.
- Practical application of method of teaching, classroom management and pupils' or students' characteristics need to be clearly demonstrated by college methodology teachers.
- Mastery of subject matter of the teachers produced by the College is commendable; therefore, the College should keep it up.
- Junior secondary school teachers need to have intensive additional training on the utilization of Knowledge of Pupils or students' Characteristics, appropriate use of Teaching Methodology and Classroom Management during teaching-learning process in the class, in order to enhance students' performance
- There is need for principals of junior schools, to consider teachers' area of specialisation in assigning teaching subjects to them.
- More capacity building inform of Workshops/Seminars/ Symposia should be organized for rural school teachers on teaching competence like Teaching Methodology, Knowledge of Pupils' or students' Characteristics and Classroom Management.
- There is need for teachers to be fully prepared academically on what they intend to teach.
- Teachers should endeavour to make use of improvisation in their teaching process.
- Teachers should improve their knowledge of various instructional strategies to keep pupils engaged and motivated throughout the learning process.

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