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<https://kerjournal.com/>**Teachers' Quality and Pupils' Academic Wastage in Nigeria**ADEGBESAN, Sunday O<sup>1</sup>OYELADE, Anthonia Ayobami<sup>2</sup>ALABA, Adebola Oladiji<sup>3</sup>

**ABSTRACT:** The purpose of this is to ascertain whether there exists relationship between teacher's quality and pupils' academic wastage in Nigeria, specifically in Ilorin South local government area primary schools. Stratified sampling technique was used to select 27 schools out of the total 45 schools in the nine zonal primary schools and 27 head teachers and 27 class teachers making 54 respondents were randomly selected as sample of the study. The instrument used for data collection was two self designed questionnaires, one for head teachers and the second questionnaire for class teachers. The two questionnaires were designed to obtain data on teacher's qualifications, teachers' years of service, enrolment of pupils; repetition of pupils and drop out of pupils between the years under study i.e., 2000/2005 academic sessions. The data collected were analyzed using flow statistic and Pearson product moment correlation coefficient at 0.05 alpha level of significant and 7 degree of freedom for accepted or rejected of the seven hypotheses formulated for the study, the result of data analysis revealed that teacher quality have significant relationship with pupils' academic wastage. The findings in the study has indicated that no single factor is wholly responsible for pupils' academic wastage, among the factors responsible include the following: economic condition, family attitude, pupils' behavior, lack of thorough supervision, school policy, lack of provision and maintenance of school facilities etc. Based on the outcome of the study, it was recommended that government should review and enforce the existing education law in order to maintain discipline and this will facilitate meaningful learning condition in primary schools, build more classroom to take care of the problem of

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overcrowding due to over enrolment in primary school for conducive teaching and learning environment; and ensure adequate allocation of fund to primary schools for easier maintenance and procurement of school facilities so that the school facilities could be prevented from depreciation.

**Key Words:** Teachers, Quality, Pupils, Academic, Wastage

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## INTRODUCTION

Education at the primary school level is the key to the success or failure of the whole educational system, because the rest of the system are built on it, and it is the education that children receive at a tender age of 6 and 12 years that will serve as a base for further education to those of them to proceed to higher school education. It equips the children with fundamental skills and also prepares a good number of them for higher education. However, and quite unfortunate, not every child completes primary education. (Brimmo, 2002)

From the look of things in the society, the teachers and pupils' performance in the primary schools have not justify the goals and objectives of primary education as contained in the National Policy on Education (2014 edition), that says:

- a. To inculcate permanent literacy and numeracy, and ability to communicate effectively.
- b. To lay a sound basis for scientific and reflective thinking. Primary school pupils could neither read nor write properly in various academic works. The attitude of teachers to teaching profession is another problem facing primary education as many teachers consider teaching as a stepping stone to other occupations. In such a situation, the pupils usually fail in their academic work, and most times have to repeat classes many times. These pupils are likely to withdraw from school.
- c. The problem of wastage in various primary schools is also of great concern because wastage does not give room for the realization of educational goals and objectives. It adds more to the cost of education. Wastage in educational system varies. The major ones among them are repetition of classes by the pupils and drop-out of pupils in an educational system. Constant repetition is a situation whereby pupils are unable to gain promotion to the next class as a result of their poor performance in the class work. For example, a child who enrolls into a primary school in the year 2000 and is asked to repeat the class following year due to his/her poor performances in the class, will have to join a new set in the 2001; thereby depriving some new pupil a place in the class. Out of school children or drop-outs are children who for one reason or the other are not attending schools.

## STATEMENT OF THE PROBLEM

The researcher has observed, over the years, the problems facing primary school pupils. Many primary six pupils these days can neither read nor write properly not the least attending to their various academic works. Having considered of the goals of primary education, in the light of the National Policy on Education (2014 edition) that says:

*“To inculcate permanent literacy and numeracy and ability to communicate effectively and to lay a sound basis for scientific and reflective thinking have not been achieved in various primary schools”.*

The attitude of teachers to teaching profession is another problem facing the realization of the above stated goals of primary education because many teachers regarded teaching as migratory type of occupation. (Durosaro, 1992) The damage that this phenomenon of “brain drain” is causing the primary school pupils need to be addressed because these pupils are still in the informative age, in the school to learn numeracy, reading and writing in order to attain basic education. These observations spurred this investigation to ascertain whether the relationship existing between teachers’ quality and pupils’ wastage of five years (i.e. 2000/2005 sessions) in selected primary schools in Ilorin South Local Government Area of Kwara State is directly related.

## **PURPOSE OF THE STUDY**

The purpose of the study is to:

1. Determine whether a relationship exists between teachers’ quality and pupils’ academic wastage in Ilorin South local government area primary schools.
2. Determine the cause of pupils’ academic wastage and provide possible solution to reduce the incidence in primary schools.
3. Determine the extent to which teachers’ quality (i.e..qualified teachers), is being retained in teaching profession so that appropriate measure can be taken to reduce the negative effects of this
4. Establish the factors that determine the quality of teachers so that the teachers can learn from it, to better their quality and be up to the task of teaching in primary schools

## **SIGNIFICANCE OF THE STUDY**

The findings of the study aimed at:

1. Assisting the educational planners and administrators to solve pupils academic wastage problem in their various schools and discuss how best to improve the quality of teachers’ so as to improve the pupils academic performance;
2. Assisting the local government Council and the Local Government Universal Basic Education Authority in understanding the effect of low retention on qualified teachers, as well as provide solutions to the negative effects resulting from low retention of qualified teachers in primary schools;

3. Assisting the Ministry of Education and other educational agencies to assess the pupils' and teachers' academic standard in primary schools;

## METHODOLOGY

The research design for the study is correlation survey. This is used to determine whether a relationship exists between the two variables in question i.e. teachers' quality and pupils' academic wastage. Teachers' quality stands as independent variable and pupils' academic wastage stands as dependable variable, while teachers' retention and years of experience, has been considered as an intervening variable. The target population of the study consists of all the 45 primary schools in Ilorin South Local Government Area of Kwara State. Stratified sampling technique is used to select 27 schools out of 45 schools in the zonal primary schools and 27 head teachers and 27 class teachers making 54 (respondents) were randomly selected as sample of the study. The schools sampled represent 60% of the total number of primary schools in Ilorin South local government area of Kwara State. The instruments used for data collection were two self designed questionnaires: one for the head teachers and the other for the school's teachers. The first instrument is the questionnaires tagged, "Teachers' Quality and Teachers' Retention Questionnaire" (TQATRQ), designed to obtain data on teachers' length of service (i.e. teacher experience) in the 27 primary schools sampled in this study. The second questionnaire is tagged "pupils' Wastage Rate Questionnaire" (PWRQ) designed to obtain data on pupils' enrolment, repetitions, drop out and survival or promotion rate across all 27 primary schools selected for the study between the study between the years 2000/2005 academic sessions. In order for the instruments to measure what it is intended to measure. The questions raised in the questionnaire were discussed with some experts in the field of educational management and their suggestions were utilized. Similarly, the best items in the questionnaires are submitted to experts, who appraised them for adequacy. In addition, the two instruments relied on adequate record keeping from the schools represented in the sample of the study. School records such as: The internal examination scores certified by the schools' head teachers' pupils' enrolment list etc. are used.

## ANALYSIS OF DATA

Description and inferential statistics are used to analyze the data collected from the sample schools.

- a. Teacher's quality is derived by dividing the number of teachers in the zonal schools and then multiplied by hundred.

$$QT = \frac{qt}{NT} \times \frac{100}{1}$$

WHERE: QT Stand for teachers' quality

qt : qualified teachers'

NT: total number of teachers in the zonal schools

- b. Teachers' years of experience is derived by the addition of qualified teachers and non qualified teachers, divided by total number of teachers in the zonal schools, and multiplied by hundred.

TYOE Stands for years of experience

QE Stands for qualified teacher

NQE stands for non qualified teachers

NT stands for the total number in the zonal schools

- c. Pupils' academic wastage is determined by finding the ratio of the difference between the initial enrolment and enrolment in final year classes, to the initial enrolment. The result is then multiplied by 100%

$$\text{i.e. } \frac{W_g^t = E_g^{t+6} - G_{+6}^{t+6}}{E_g^t} \times \frac{100}{1}$$

Where  $W_g^t$  stands for pupils' wastage

$E_g^t$  stands for pupils' enrolment in class 1

$G_{+6}^{t+6}$  stands for pupils' enrolment in class 6

- d. To determine the repetition of pupils, the total repeaters in the classes are added together and divided by initial enrolment and multiply by hundred.

$$\text{i.e. } \frac{R_g^t = R_{g+6}^{t+6}}{E_g^t} \times \frac{100}{1}$$

Where  $R_{g+6}^{t+6}$  stands for total repetition from class 1 – 6

$R_g^t$  stands for repetition of pupils.

- e. To determine the drop out of pupils is done by taking the enrolment in the first session and subtract it from the addition of repeaters and pupils promoted in class 1 – 6 and divided by the initial enrolment in the first session and then multiplied by hundred.

$$\text{i.e. } D_g^t = E_g^t - \left( R_{g+6}^{t+6} + \frac{P_{g+6}^{t+6}}{E_g^t} \right) \times \frac{100}{1}$$

where Where:  $D_g^t$  stands for drop out of pupils.

$E_g^t$  stands for initial enrolment in the first session

$R_{g+6}^{t+6}$  stands for total repeaters from class 1 – 6

$p_{g+6}^{t+6}$  stands for promoters' class 1 – 6

f. to determine the teacher's retention is done by taking the number of the teachers in the first session and subtracting it from the teachers employed into the system in the first session and divided by the total number of teachers in the system and then multiplying it by hundred

i.e. 
$$T_r^t = \frac{T^{t+6} - N^{t+6}}{T^t} \times \frac{100}{1}$$

Where:  $T_r^t$  stands for teachers' retention

$T^{t+1}$  stands for teachers in stock

$N^{t+1}$  stands for teachers employed in year t+1

## RESULTS AND DISCUSSIONS

### Hypothesis 1

There is significant relationship between teacher's quality and pupils' academic wastage rate in Ilorin South Local Government Area Primary schools.

**Tables 1: Result of the relationship between teachers' quality and pupils' academic wastage rate**

XY Variable	Zonal Schools	Mean	Std Dev. S.D.	DF	Calculated Value	Critical Value	Decision
X							
Teachers' Quality	9	45.5	8.21	7	-0.914	0.666	
							Ho
							Accepted
Y							

Pupils' Academic Wastage rate		29.6	8.36			
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as shown in table 1, the person product moment correlation calculation value is 0.914 and less than the critical value of 0.666 at 0.05 level of significance and for 7 degree of freedom. Hence, main hypothesis is accepted. This implies that there is a significant relationship between the teachers' quality and pupils' academic wastage in Ilorin South local government area primary schools. The relationship between the two variables is low according to the value obtained. The reason for the acceptance of the main hypothesis connected to the fact is that the factors that determine pupils' academic wastage is not limited to one factor. The findings of this study is in line with the comprehensive report of National Association of Universities and Higher Education Institution (ANUIES) of Spain that says, among the main cases of an interruption of studies (i.e. educational wastage) are: family attitudes, economic condition, school policy, pupils' behaviour etc (Dairo, 2005)

**Hypothesis 2:** There is significant relationship between teachers' quality and pupils' repetition rate in Ilorin South local government area primary schools.

**Table 2: Result or relationship between teachers' quality and pupils' repetition rate**

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)	Calculated Value	Critical Value	Decision
X						
Teachers' Quality	9	4.558	8.12	7		
						H <sub>1</sub>
						Accepted
Y						
Pupils' repetition rate		19.48	6.57		-0.825	0.666

**Table 2** reveals that the critical value of the Pearson product moment correlation 0.666 is greater than the calculated  $r=0.825$ . The hypothesis is accepted, hence, there is a significant relationship between the teachers' quality and pupils' repetition, the relationship between the two variables is

relatively low. That is, if the teachers, quality is high, the repetition of pupils will be low. The result of this study is in support of Hamshek and Rivkin (1999) whose researches have demonstrated that teachers' quality is the most important educational factor predicting pupils' achievement. This analysis reviews a wide range of empirical studies that examine the impact of teacher characteristics on the teachers' effectiveness, the following factors. In fact, draw conclusions to the extent to which teachers' characteristics are at a link with teacher performances. Teachers' course work in both the subject area taught and pedagogy constitute to positive education outcomes. (Kotangora, 2001)

**Hypothesis 3:** There is significant relationship between quality and pupils' drop-out rate in Ilorin South local government area.

**Table 3: Result of the relationship between teachers' quality and pupils' drop-out**

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)	Calculated Value	Critical Value	Decision
X						
Teachers' Quality	9	45.58	8.12	7	-0.489	0.666
					H <sub>2</sub>	
					Accepted	
Y						
Pupils' Drop-out rate		10.57	3.05			

From Table 3, it can be seen that the Pearson moment correlation calculated value (7) is less than the critical value (-0.489), this implies that there is a significant relationship between teachers' quality and pupils' drop-out rate. The reason for the acceptance of the hypothesis is connected to the fact that guidance and counseling services in primary schools will influence pupils' academic performances. Mohammed (2005) had shown that students' drop out as a result of lack of trained professional guidance and counselor in the various schools. These services should be made available in all primary schools as a matter of priority.

**Hypothesis 4:** There is a significant relationship between teachers' years of experience and pupils' repetition rate in Ilorin South local government area primary schools.



**Table 4:** Result of the relationship between teachers' year of experience and pupils' repetition rate

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)		Calculated Value	Critical Value	Decision
X							
Teachers' Quality	9	85.45	13.86		7	-0.280	0.666
						H <sub>3</sub>	Accepted
Y							
Pupils' Drop-out rate		19.48	6.57				

The Result on Table 4 reveals the calculated value as – 0.280 and this is less than 0.666 the critical value at 00.5 significant levels. This implies that there is significant relationship between teacher years of experience and pupils' repetition rate. Therefore, the hypothesis is accepted.

By implication the relationship between the two variables is low in the sense that the more the length of serve (i.e. experience), the more the teacher is able to handle the pupils adequately. The finding is in line with Hamushek and Rivikin (1999) who say that teachers' experience has a positive effect on their effectiveness. Specifically, their "learning by doing" effect is most obvious in the early years of teaching.

**Hypothesis 5:** there is a significant relationship between the teachers' years of experience and pupil's dropout rate.

**Table 5:** Result of the relationship between teachers' years of experience and pupils' dropout rate

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)	Calculated Value	Critical Value	Decision
X						
Teachers' Quality	9	85.5	13.86	7	-0.327	0.666
						H <sub>4</sub>
						Accepted
Y						
Pupils' Drop-out rate		10.5	3.05			

As indicated in table 5, the critical value of r is 0.666, which is greater than r calculated of -0.327 at 0.05 levels of significant and 7 degree of freedom. This shows that there is significant relationship between teacher years of experience and pupils' dropout rate in Ilorin South local government area primary schools.

Reason for the acceptance of result of this study's results are due to the influence of guidance counseling. The services of trained guidance counselors will help to foster the conducive atmosphere for learners, most especially at the primary school level. Guidance counselors will help in guiding pupils against misguided behaviours and attitudes towards education that constitute wastage.

**Hypothesis 6:** There is a significant relationship between teachers' retention and pupils' repetition rate in Ilorin South local government area primary school.

**Table 6:** Result of the relationship between teachers' retention and pupil's repetition rate

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)	Calculated Value	Critical Value	Decision
X						
Teachers' Quality	9	45.58	13.02	7	-0.489	0.666
						H <sub>5</sub>
						Accepted
Y						
Pupils' Drop-out rate		19.48	6.57			

As shown in Table 6, the Pearson product moment correlation calculated value is less than the critical or table value at 0.05 levels of significant and for 7 degree of freedom. This implies that there is significant relationship between teachers' retention and pupils' repetition rate in Ilorin South Local Government primary schools. This result might be due to influence of discipline. Indiscipline among learners may affects pupils' academic performance. Mohammed, 2005 traces the causes of school indiscipline to two factors which include the society as a whole, where adults live and manifest gross acts of indiscipline which are emulated by the children.

**Hypothesis 7:** There is a significant relationship between teachers' retention and pupils' dropout rate in Ilorin South local government area primary school.

**Table 7: Result of the relationship between teachers' retention and pupil's drop-out rate**

XY Variable	Zonal Schools	Mean (XY)	Std Dev. DF S.D. (XY)	Calculated Value	Critical Value	Decision
X						
Teachers' Quality	9	45.5	13.02	7	-0.449	0.666
						H <sub>6</sub>
						Accepted
Y						
Pupils' Drop-out rate		10.5	3.05			

From Table 7, it can be seen that the Pearson product moment correlation calculated value 7 is less than the critical value -0.449; this implies there is significant relationship between teachers' retention and pupils' dropout rate in Ilorin South local government area primary schools

The reasons for the acceptance of the hypothesis may be connected with the fact that teacher's retention is connected with (teacher turn-over) that is the rate at which teachers enter and leave the teaching profession.

### Summary of Findings

This study was purposefully carried out to assess the level of teachers' quality with the use of primary six pupils' cohort results of five years (i.e. 2000/2005 sessions) in the zonal schools selected for the study, in Ilorin South local government area. The teachers' quality was related with pupils' academic wastage (i.e. repetition and drop out of pupils) in cohort educational system, in order to discover whether there was any significant relationship between the two variables in question. 27 schools sampled formed 60% of the total primary schools in Ilorin South local government area. 27 head teachers and 27 class teachers making a total of 54 respondents were sampled in the study. Pearson product moment correlation coefficient is used to analyze the data. From the data analyzed and discussed, the following summaries are drawn:

- There is a significant relationship between teachers' quality and pupils' wastage (repetition and drop out of pupils) in Ilorin South local government primary schools. Factors such as quality of staff, staff morale, unavailability of instructional materials, pupil's family background and behavior are causes of pupils' academic wastage;

- b. There is a significant relationship between the teachers' years of experience and pupils' repetition rate in Ilorin South local government area primary school, other factors such as economic condition, lack of thorough supervision, over-enrolment, population of pupils affect pupils' academic performance and these result to different form of wastage in education;
- c. Is a significant relationship between teachers' quality and pupils' dropout rate in Ilorin local government area primary school, other factors as unavailability of school infrastructural, materials, class population, teachers' experience, indiscipline of teachers and pupils' wastage in the educational section of Ilorin South local government area; and
- d. As observed from Table 6, the teachers' quality rate in most of the zonal schools was low and there were high experienced teachers. The course of low teachers' quality in most zonal schools was attributed to small number of teachers that have got the required qualification to teach in the primary schools. Also, from the table, the teachers' retention rate was high (i.e. high teacher turnover) and by implication low teachers' quality. This problem makes comparison of teachers' salaries with the remunerations of workers in other sectors of the economy difficult. The total emoluments of teachers are regarded as general poor and this affect the retention of teachers. The wastage recorded in the table is also notable and it is a loss not only to the pupils and their parents, but also to the government and the society at large.

## Conclusion

Within the limit of the investigation, data gathered and the result obtained, the following conclusion can be made. There was a significant relationship between teachers' quality and pupils' academic wastage. It implies that the relationship between the two variables was low. The level of pupils' wastage is not solely determined by the level of teachers' quality. Other factors that are responsible for pupil's academic wastage are economic conditions, pupils' behavior, school policy, lack of thorough supervision, lack of provision and maintenance of school facilities, family attitude etc. However, pupils' wastage rate, no matter how small it is in any case is a loss to the pupils and their parents, the government and the society. Hence, it is therefore necessary that constant pupil's enlightenment programme on the importance of education should be a continuous exercise in our educational system to reduce pupils' wastage rate in the society.

## Recommendations

Based on the outcome of the findings of the study, the following recommendations are hereby made:

1. Government should endeavour to improve condition of service of teachers through seminars, workshops, and also increase their remuneration, in order for the teachers to discharge their duties effectively and efficiently.
2. Government should ensure adequate provision of funds and other relevant materials needed for effective supervision by the experts in the field. Government should build more

classrooms to take care of the problem of overcrowding due to over-enrolment in primary schools for conducive teaching and learning environment.

3. Government should review and enforce the existing education law in order to maintain discipline, as this will facilitate meaningful learning in various primary schools.
4. There should be proper record-keeping of enrolment, repetition and drop out of pupils yearly as this will help the local, state and federal governments in planning, budgeting and finding a lasting solution to the perennial problems in our primary school system.
5. The society should make meaningful use of the Universal Basic Education programme by allowing primary school pupils could function effectively in the society.
6. Government should make provision for post recruitment workshop for the non-trained teachers as this will assist all newly recruited teachers in the principles and practice of education.
7. Government should recruit maintenance costs in educational budget, since wear and tear and deterioration of school's facilities is a natural process
8. Government should ensure adequate allocation of fund to primary schools for easier maintenance and procurement of school facilities so that the school facilities could prevented from depreciation.

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