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Influence of Teachers' Teaching Experience on Students' Performance in Junior Secondary Schools in Kaduna State

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Abstract

This study examined the influence of teachers' teaching experience on students' performance in Junior Secondary Schools in Kaduna State. The study covered the Senatorial Zones of the State. The study contained one research question and one hypothesis. The study reviewed literature on the influence of teachers' teaching experience on students' performance. A descriptive survey research design was adopted in the study, while a stratified random sampling technique was utilized to select participants, involving thirty (30) junior secondary schools. A fixed-response questionnaire titled, "Teacher Teaching Experience Questionnaire (TTEQ)", was used for data collection. One sample t-test was used to test the hypothesis with a p-value of $P < 0.05$ significance level for acceptance or rejection, and the hypothesis was rejected. The finding revealed that teachers' years of teaching experience positively influence students' academic performance. Based on the findings, it was recommended, among others, that management should focus on organizing workshops and other relevant academic activities to equip the teachers with more experience.

Keywords: *Influence, Teachers' Teaching Experience, Junior Secondary School, Students' Performance, Kaduna State*

Introduction

Education is the foundation upon which societal growth is constructed, and it plays a significant part in shaping the fate of individuals and communities with equal importance. Teachers, who operate as guides, mentors, and facilitators of learning (Darling-Hammond, 2010), are at the core of the educational process. Education is only feasible with them. The commitment and knowledge they possess are crucial components in developing supportive learning environments in which students can academically and personally flourish. The student, who is the principal benefit of the teaching-learning process, is at the core of the educational environment. Students come from various socioeconomic backgrounds, each with a particular approach to learning and demonstrating differing aptitude and motivation. Learners' academic performance is a crucial indicator of their mastery of subject matter content, critical thinking skills, and overall learning outcomes (OECD, 2013). Standardized examinations, assessments, and evaluations often measure this performance.

A vital component that substantially influences students' academic performance is teachers' teaching experience, which is generally referred to as the number of years of teaching experience. When discussing teaching experience, it is vital to consider the length of time a teacher has been working in the field and other elements such as pedagogical competency, instructional methods, and the capacity to manage a classroom effectively. Research has revealed that the quantity of teaching experience a teacher has can substantially influence the outcomes of their students. According to Hanushek, Kain, and Rivkin (2015), experienced teachers usually display greater effectiveness in boosting student learning and achievement because of their years of knowledge.

There has been significant research and discussion in education regarding the connection between the quantity of teaching experience that teachers have and their student's academic success. While specific research has emphasized the beneficial impact of teaching experience on student results (Hanushek et al., 2015), alternative studies have proposed more nuanced conclusions. These studies indicate that the effects of teaching experience can differ based on contextual elements like school atmosphere, instruction quality, and student body characteristics (Boyd et al., 2021).

Understanding the intricate interplay between education, teachers, students, academic performance, and instructional experiences is crucial for driving evidence-based educational practices and policy. Researchers and teachers can create targeted interventions and support

systems to boost student outcomes and promote educational equity and excellence by describing the qualities that contribute to effective teaching and learning. Numerous studies have investigated the relationship between teachers' teaching experience and students' academic outcomes. For instance, research by Hanushek et al. (2015) found a favourable correlation between teachers' years of experience and student performance in essential domains such as mathematics and reading. Similarly, meta-analytic studies by Kini and Podolsky (2016) incorporated findings from multiple research initiatives, revealing moderate yet significant beneficial advantages of teaching experience on student achievements across numerous academic disciplines.

Furthermore, longitudinal studies have offered helpful insights into the dynamic relationship between teaching experience and student academic success. For example, Ladd and Sorensen (2017) conducted a longitudinal evaluation of teacher efficacy and student outcomes, analyzing the academic accomplishment of children taught by both rookie and veteran instructors over multiple years. Their research indicated that while rookie instructors may initially exhibit reduced efficacy compared to their experienced counterparts, they generally narrow this gap with time, suggesting the potential for professional growth and development among teachers. However, the influence of teaching experience on student achievement could be more uniformly excellent across all contexts and settings. Contextual factors such as instructional quality, classroom procedures, and school culture can significantly change the association between teacher experience and student performance. For instance, Boyd et al. (2021) revealed that while teacher experience was positively connected with student performance in certain schools, its effects were modest or even detrimental in others, underscoring the significance of knowing contextual nuances in interpreting findings.

Amidst this backdrop of research and inquiry, the influence of instructors' teaching experience on students' performance at junior secondary schools in Kaduna State, Nigeria, emerges as a focus point of analysis. Like many localities, Kaduna State offers difficulties relating to educational quality and student results, underlining the significance of knowing the factors that influence academic accomplishment in this setting. This study investigates how teachers' teaching experience influences students' performance in junior secondary schools within Kaduna State. Its goal is to provide concrete data-driven insights that can guide policy decisions and practical measures geared towards improving education quality and fostering student success in the area.

Statement of the Problem

The educational landscape in Kaduna State, Nigeria, presents a distinct socio-cultural environment that may influence the dynamics between teachers' teaching experience and students' academic performance. However, despite the recognized importance of teaching experience in shaping student outcomes, there exists a noticeable gap in empirical research focusing on this relationship, specifically within the context of junior secondary education in Kaduna State. Existing studies have explored the influence of teaching experience on student performance in various educational contexts, but the unique characteristics of Kaduna State necessitate a dedicated investigation to understand better how teaching experience influences student outcomes in junior secondary schools. Given the diverse cultural backgrounds, socioeconomic disparities, and educational challenges prevalent in Kaduna State, it is imperative to examine how teachers' teaching experience interacts with these contextual factors to shape student academic achievement. Factors such as classroom management strategies, instructional approaches, and teacher-student interactions may vary in effectiveness depending on the level of teaching experience and the specific context of junior secondary schools in Kaduna State. Therefore, the problem statement for this study revolves around the need to fill this gap in research by investigating the extent to which teachers' teaching experience influences students' performance in junior secondary schools in Kaduna State, Nigeria. By conducting a focused inquiry into this relationship, the study aims to provide valuable insights that can inform educational policies, teacher training programs, and school improvement initiatives tailored to the unique needs of junior secondary education in Kaduna State.

Aim and Objective of the Study

This study examines the influence of teachers' years of teaching experience on students' performance in Kaduna State.

The study's specific objective is to find out the extent to which teachers' teaching experience influences students' performance in junior secondary schools in Kaduna State.

Research Question

The following research question was raised to guide the study

To what extent does teachers' teaching experience influence students' performance in junior secondary schools, in Kaduna State?

Research Hypothesis

The following hypothesis was formulated and tested at a 0.05 level of significance

H₀₁: Teachers' years of teaching experience do not significantly influence students' performance in Kaduna State.

Methodology

The research design employed in this study was a descriptive survey examining the Influence of Teachers' Teaching Experience on Students' Performance in Junior Secondary Schools in Kaduna State. This design was chosen due to the impracticality of conducting experiments in this context. The population for this study consisted of junior secondary school teachers in Kaduna State, totalling two thousand two hundred and seventy-one (2,271) at the time of the study. A stratified random sampling technique was utilized to select participants, involving thirty (30) junior secondary schools. This approach aligns with the recommendation by Nwana (2011), who suggests that a population of 10% or more can serve as a suitable sample for a study. Consequently, three hundred (300, i.e. 13%) teachers were proportionally selected from the thirty (30) junior secondary schools, of which two hundred and sixty-six (266) completed and returned the questionnaires for analysis.

The instrument employed for data collection in this study was a self-structured questionnaire named the "Teacher Teaching Experience Questionnaire (TTEQ)", with ten (10) items was specifically designed for teachers and administered face-to-face. The questionnaire underwent validation by experts from the Department of Curriculum, ensuring its relevance and appropriateness for the study's objective. Additionally, the reliability of the instrument was assessed using the test-retest method, resulting in a reliability coefficient of 0.65, indicating an acceptable level of consistency in responses.

The collected data were subjected to stratified analysis, followed by statistical analysis. Inferential statistics, particularly the one-sample t-test, were utilized to test the hypothesis. The hypothesis was tested at a 0.05 probability level of significance, allowing for rigorous examination of the relationship between teachers' teaching experience and students' performance in junior secondary schools within Kaduna State.

Results

Table 1: Opinions of teachers on the influence of teachers' years of teaching experience on students' performance

S/N	Items	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	Students' performance is positively correlated with the experience level of their teachers.	121	45.5	87	32.7	20	7.5	25	9.4	13	4.9	4.0
2	Experienced teachers demonstrate a more significant concern for their students' academic progress.	51	19.2	136	51.1	24	9.0	34	12.8	21	7.9	3.6
3	Teachers who have accumulated five years or more of teaching experience typically possess a higher level of mastery regarding their students' progress. Experienced teachers exhibit a greater degree of classroom management, establishing effective routines compared to novice teachers.	82	30.8	117	44.0	30	11.3	26	9.8	11	4.1	3.9
4	Experienced teachers generally display a more positive attitude towards their jobs compared to those in the early stages of their careers. Experienced teachers tend to be more punctual in their professional responsibilities compared to novice counterparts.	60	22.6	142	53.4	27	10.2	19	7.1	18	6.8	3.8
5	Teachers with five or more years of teaching experience typically invest more time adequately preparing for their lessons.	51	19.2	150	56.4	35	13.2	15	5.6	15	5.6	3.8
6	Experienced teachers demonstrate a better understanding of students' developmental levels, facilitating more effective instruction.	51	19.2	138	51.9	33	12.4	27	10.2	17	6.4	3.7
7	Experienced teachers are better equipped with instructional procedures than their less experienced counterparts.	75	28.2	117	44.0	19	7.1	29	10.9	26	9.8	3.7
8	Established teachers often develop a strong rapport with students, which positively influences academic performance.	55	20.7	147	55.3	25	9.4	24	9.0	15	5.6	3.8
9	Students' performance is positively correlated with the experience level of their teachers. Experienced teachers demonstrate a more significant concern for their students' academic progress.	75	28.2	133	50.0	18	6.8	25	9.4	15	5.6	3.9
10	Teachers who have accumulated five years or more of teaching experience typically possess a higher level of mastery regarding their students' progress.	77	28.9	119	44.7	20	7.5	31	11.7	19	7.1	3.8
Aggregate Mean												3.8

The opinions expressed in the table strongly support the idea that teachers' years of teaching experience positively influence students' performance in Kaduna State. The mean score for the items is 3.8, indicating that most of the teachers agreed with the statements provided. Additionally, respondents concurred with the final item of the table, indicating that experienced teachers relate well with students, consequently influencing their performance. With an

aggregate mean score of 3.8, teachers generally acknowledge the significant influence of their years of teaching experience on students' performance in Kaduna State.

Table 2. One sample t-test on teachers' years of teaching experience on students' performance.

Variables	N	Mean	S.D	t-cal	Df	A.	t-crit.	Decision
Years of teaching experience	266	3.78	0.786	16.272				
					264	.000	1.96	Rejected
Test mean	266	3.00	0.000	0.000				

The influence of teachers' years of teaching experience on students' performance in junior secondary schools in Kaduna State is demonstrated by the statistical analysis conducted. An observed t-value of 16.272 was obtained at 264 degrees of freedom, with a significance level of 0.000 ($P < 0.05$). These results offer compelling evidence to reject the null hypothesis, affirming a significant relationship between teachers' years of teaching experience and student's academic performance in junior secondary schools in Kaduna State.

Discussion

The finding revealed that teachers' years of teaching experience significantly influence students' performance in junior secondary schools in Kaduna State. The findings agreed with Gede and Lawanson (2011). According to their findings, there is a relationship between experience and employees' job performance. According to their findings, the relationship exists probably because the more experience the employees gather as a result of long years of service, the higher the performance of the employee because he/she has to put into practice all the experiences he/she has acquired over the years. Similarly, the findings align with previous research indicating that teachers' experience plays a crucial role in shaping student outcomes (Hanushek et al., 2015). Experienced teachers bring a wealth of pedagogical knowledge, instructional strategies, and classroom management skills honed over years of practice, which can positively influence student learning (Darling-Hammond, 2010).

The observed significant relationship underscores the importance of investing in teacher professional development and retention strategies. As teachers gain more experience, they become better equipped to address the diverse needs of students, adapt instructional approaches to different learning styles, and effectively manage classroom dynamics (Boyd et al., 2021).

This implies that efforts to recruit and retain experienced teachers in junior secondary schools in Kaduna State may lead to improved student performance and academic outcomes.

Furthermore, the findings highlight the need for ongoing support and mentorship for novice teachers. While experienced teachers demonstrate higher effectiveness in promoting student learning, novice teachers have the potential for growth and development over time (Ladd & Sorensen, 2017). Providing mentorship programs, professional learning communities, and targeted professional development opportunities can help novice teachers build their instructional repertoire and refine their classroom practice, ultimately enhancing their effectiveness in supporting student success. However, it is essential to recognize that the relationship between teachers' experience and student performance is complex and multifaceted. Contextual factors such as school culture, instructional quality, and student demographics can moderate this relationship (Boyd et al., 2021). Therefore, efforts to improve student outcomes should consider the broader educational context and address systemic issues such as resource allocation, curriculum design, and school leadership.

Conclusion

In conclusion, the findings of this study provide valuable insights into the relationship between teachers' teaching experience and students' academic performance in junior secondary schools in Kaduna State, Nigeria. The observed significant influence of teachers' years of experience on student outcomes underscores the importance of investing in teacher professional development and retention strategies. Experienced teachers bring a wealth of pedagogical knowledge and instructional expertise, positively influencing student learning. Furthermore, the findings highlight the need for ongoing support and mentorship for novice teachers to facilitate their professional growth and development. By providing mentorship programs and targeted professional development opportunities, teachers can enhance the effectiveness of novice teachers and ultimately improve student outcomes.

Recognizing that the relationship between teachers' experience and student performance is complex and influenced by contextual factors such as school culture and instructional quality is essential. Therefore, efforts to improve student outcomes should address systemic issues within the educational system, including resource allocation, curriculum design, and school leadership. Overall, the findings of this study emphasize the critical role of teachers' teaching experience in shaping student academic achievement. By understanding and leveraging the influence of teaching experience, teachers and policymakers can work towards promoting

educational excellence and fostering positive learning outcomes for students in junior secondary schools in Kaduna State and beyond. Further research in this area is warranted to explore additional factors that may influence the relationship between teaching experience and student performance, thereby informing evidence-based policy and practice initiatives in education.

Recommendations

1. Workshops and seminars should be carried out periodically for less experienced teachers.
2. Those teachers with a wealth of experience should be encouraged and motivated to stay on the job.
3. Provision for in-service courses should be given to less experienced teachers.

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