
The Influence of Teaching Experience on Job Performance of Secondary School Teachers in Ekiti State, Nigeria

By

DR. B.K. OYEWOLE

*Department of Educational Management and Foundations,
Faculty of Education,
The University of Education,
Ikere Ekiti, Ekiti State, Nigeria.*

Abstract

This study investigated the influence of teaching experience on job performance of secondary school teachers in Ekiti State, Nigeria. The descriptive survey research design was used to carry out this study. Stratified proportionate random sampling techniques were adopted to select 500 teachers used for the study. One research instrument named Teachers' Job Performance Questionnaire (TJPQ) was used to collect data. The study revealed that there was a significant relationship between teacher's years of experience and teacher's job performance. Based on the findings, it was recommended that Ekiti State Teaching Service Commission should make use of years of experience in the appointment of teachers to duty posts such as head of departments, vice- principals and principals of schools to enhance optimal performance.

Teachers' experience has been perceived as one of the crucial factors in teacher effectiveness. A highly experienced teacher for example, has a form of knowledge that is beyond that possessed by less experienced teachers. Prospective teachers should be able to demonstrate minimum competence in adequate preparation for effective classroom teaching, classroom management and control before they are recognized as teachers by Teachers' Registration Council of Nigeria (TRCN). A typical teacher competency test should be designed to measure the knowledge of two kinds- content knowledge and professional knowledge. The content knowledge test usually includes knowledge of specific matter. The teacher is expected to teach the general knowledge of the kind that any educated adult is expected to possess. The importance of knowledge of subject matter to be taught is generally taken for granted. The importance of general knowledge reflects the fact that most teachers serve as role models as well as

instructors (Fritz, 2003). The professional knowledge includes the methodology and pedagogy of teaching which distinguish the trained teachers from un-trained teachers popularly referred to as auxiliary teachers.

Harbison and Hanushek (1992) found in their studies that teaching experience relates positively to learning. Also, Schiefelbein and Valenzuela (1993) concluded in their studies that there is positive correlation between academic achievement and teaching experience. The implication of this is that teachers with more teaching experience could likely perform better in the classroom situation than those with less experience. Hanushek (1996) studied teacher factors and found the number of years of experience among others to be consistently related to students' performance. It is therefore necessary to relate the cognate experience in any evaluation of teachers' job performance.

It could be observed that the experience of teachers who are employed to teach have a relationship with their teaching abilities hence, the performance of teachers who are highly experienced could be rated higher than those with low experience on the job. Smith and Neale (1991) have also identified that teacher's experience and content knowledge also influence teachers' ability to construct new explanations or activities for students, as well as the kinds of questions they ask students. Once teachers are deemed competent and experienced, decisions about their employment should be easily determined by relevant authorities. Administrators of schools openly demonstrate their strong beliefs in experience and efficiency when they want the most experienced teachers in their schools to handle the most strategic classes or duty posts.

Alily (2000) remarked that the late Rev. Manson, one time principal of Christ's School, Ado – Ekiti felt very strongly about teachers experience and qualification. In his life time, teachers with less than 5 years experience and below were not allowed to teach classes one to three. His assumption was that the foundation of the students' secondary education was laid in those classes. If the students were not strongly built-up at that stage of their secondary education, he believed most of them would be educational wastes.

Previous teaching experience is expected to be a requisite for employment as prospective teachers are required to undergo teaching practice during the period of study. It has also been associated with teaching effectiveness. However, in the United States of America, the National Education Association (Soar,1998) expressed forceful opposition to experience as a condition for employment. The argument centres on the fact that experience may not make any difference in teaching effectiveness but adequate instructional supervision will not only improve teachers' methodology and subject capabilities, but also give the teacher professional growth and development.

Ajayi (1991) in his study, found that long experienced teachers (above 15 years) seemed to be the most favourably disposed to other categories of university teachers. Tuckman (1990) studied a cross section of high schools using two teacher variables, teacher experience and teacher qualification. He found that teachers with two or more years of teaching experience have positive effect on school performance. The analysis on experience and performance in teaching thus, shows that the number of years of experience determines to great extent the level of job performance of any classroom teacher.

This paper attempts to examine the influence of teaching experience on job performance of secondary school teachers in Ekiti State. The following research questions were asked to direct the study:

1. What is the teaching experience of teachers in Ekiti State secondary schools?
2. What is the relationship between years of experience and teachers job performance in Ekiti State secondary schools?

Based on the problems highlighted, the following research hypothesis was formulated and tested.

Ho₁ There is no significant relationship between years of experience and teachers job performance.

Methodology

The descriptive survey research design was used in the study. The population for this study consisted of 5,618 public secondary school teachers in Ekiti State as at 2007/2008. The selection of teachers was based on all the three senatorial districts. Because the number of teachers in each senatorial district varies from the local government to another, stratified proportionate random sampling procedures were adopted to select 500 teachers and 100 instructional supervisors who participated in this study. This method was adopted to ensure that teachers with at least one year teaching experience were considered qualified for inclusion as respondents. It was assumed that this category of teachers would have been met by instructional supervisors for a number of times during their teaching career. The 100 instructional supervisors rated the 500 teachers involved in the study.

One research instrument designated Teachers' Job Performance Questionnaire (TJPQ) was designed to collect information from teachers and instructional supervisors. The instructional supervisors were to rate the performance of the teachers in their schools based on their perception of the situation while the teachers were expected to do self- rating.

Validity and Reliability of Instrument

To validate the research instrument, the questionnaire was given to research experts for useful criticisms and suggestions. Their suggestions and corrections were utilized in giving finishing touches to the questionnaire items. However, content

validity of the instrument was established by conducting a pilot study in order to remove redundant questionnaire items. In order to establish the reliability of the instrument, the Teacher Job Performance Questionnaire (TJPQ) was personally administered on two occasions on randomly selected twenty teachers and twenty instructional supervisors in selected secondary schools in Ado- Ekiti. The test- retest coefficient of reliability of the teachers' responses to the questionnaire was calculated using the Pearson Product Moment Correlation Coefficient which gave a relationship of 0.98.

Method of Data Analysis

All data collected for the study were coded and analysed by the computer. The SPSS- Statistical Package for Social Sciences was used for the statistical analysis. Indices of effective performance of teachers in the classroom situation and professional development were identified. The opinions and perceptions of the respondents based on 4 point Likert scale on each item were summarized and the mid- score was calculated. Any teacher who scored below the mid- score was regarded to belong to the group of low level of performance while any teacher who scored this mid- score and above was regarded to belong to the group of high level of performance. The research hypothesis was tested using One- way Analysis of Variance (ANOVA).

Results

The data used for the analysis were obtained from Teachers' Job Performance Questionnaire (TJPQ). Before presenting the statistical testing and interpretation of the research hypothesis, answer to the research question was provided.

Research Question

What is the teaching experience of teachers in Ekiti State secondary schools?

To provide an answer to this question, the teacher years of experience were classified into six categories in the Teacher Job Performance Questionnaire (TJPQ). The result is presented in table 1.

Table 1: Distribution of Teachers by Teaching Experience:

Years of Experience	No of teachers	Percentage
1 year and below	9	1.8
2-5 years	85	17.0
6-9 years	120	24.0
10-14 years	123	24.6
15-19 years	83	16.6
20 years and above	80	16.0
Total	500	100.0

As presented in table 1, 9 teachers (1.8%) of the sample used for the study had teaching experience of 1 year and below, 85 teachers (17%) had 2-5 years experience, 120 teachers (24%) had 6-9 years of teaching experience, 123 teachers (24.6%) had 10-

14 years of teaching experience, 83 teachers (16.6%) had 15-19 years of teaching experience while 80 teachers (16%) of the sample had teaching experience of 20 years and above.

Hypothesis Testing

Ho₁: There is no significant relationship between years of experience and teachers job performance.

The data for this analysis was obtained using item 4 in Section A and item 1 to 20 in Section B of the Teachers’ Job Performance Questionnaire (TJPQ). The hypothesis was tested using One-way Analysis of Variance as shown in the table 2.

Table 2
One-way ANOVA Summary of Teachers’ Years of Experience and Teachers Job Performance

SOURCE	SS	DF	MS	F-CAL	F-TABLE
Between Groups	740.348	5	148.070		
Within Groups	22022.602	494	44.580	3.321*	2.21
Total	22762.950	499			

*P<0.05

The result in Table 2 shows that there is a significant relationship between teachers’ years of experience and teachers’ job performance. The F-calculated (3.321) is greater than F-table (2.21) at P<0.05 alpha level. Therefore the null hypothesis is rejected. This shows that teachers’ years of experience significantly influence their job performance. The more experienced teachers performed better than the less experienced ones.

In order to ascertain the pair of groups that are significantly different, Scheffe Post Hoc test of Multiple Range Analysis among the groups was used. The result is presented in Table 3.

Table 3: Scheffe Multiple Range Analysis on Teaching Experience and Teachers, Job Performance

Years of Experience	1	2	3	4	5	6	N	X
1 year less							9	60.56
2-5 years						*	85	60.24
6-9 years							120	61.65
10-14 years							123	61.59
15-19years							83	62.48
20 years and above							80	63.79

*The mean difference is significant at the 0.05 level

Data in the table 3 indicate that there is pair wise significant difference between the job performance of teachers with 2-5 years experience and the teachers with experience of 20 years and above. The result indicates that group 6, teachers with (20 years and above) level of job performance (63.79) is significantly higher than that of Group 2 (2-5) years (60.24), Group 1 (1 year or less (60.56), Group 3 (6-9 years) (61.65), Group 4 (10-14 years) (61.59) and Group 5 (15-19 years) (62.48). This shows that the level of job performance of teachers with the teaching experience of 20 years and above is higher than that of other Groups 1,2,3,4, and 5.

Discussion

The finding of this study indicates that there is a significant relationship between teachers' years experience and teachers' job performance. The more experienced teachers seem to perform better. This is in consonance with public opinion and concern. The finding indeed reinforces community search in Ekiti State for experienced teachers to handle subjects in their schools as they perceive that teachers with high level of experience will teach better than teachers with low level of experience. This result is consistent with the finding of Alily (2000) which showed that a significant difference existed between the performances of medium experienced and short experienced teachers.

The finding of this study supports Harbison and Hanushek (1992) conclusion that teaching experience relates positively to learning. This finding also agrees with Bastress (1991) that long experienced teachers seem to be more highly disposed to improvement in the teaching profession than short experienced teachers. It also supports Ogunbowale's (1984) finding that experience is not only linearly related to teacher instructional improvement behaviour, but also significantly accounts for teacher's instructional improvement behaviour variation. The present finding therefore upholds the popular adage that 'experience is the best teacher'. It showed that teachers with 15 years and above in the teaching profession are more effectively disposed to instructional improvement behaviour. Ibukun (1983) however had sounded a note of caution when he observed in a study that experience had a positive but low correlation with performance. He had concluded that "it is perhaps the use of experience in the right direction and in the appropriate situation that may have relevance to organizational performance". (Ibukun, 1983:176). The reason for this trend may be as a result of high remuneration in terms of new salary package which has improved their motivation when compared to what was obtained in the time past. In Ekiti state, the teachers have started to enjoy the implementation of the new Teachers Salary Scale (TSS) which was approved by the Federal Government of Nigeria. This has helped to boost the morale of the teachers to perform optimally in terms of productivity.

Conclusion and Recommendation

Based on the finding of this study, year of experience is significantly related to teachers' job performance at least in Ekiti State secondary schools. Many years of

teaching experience by the teachers could be perceived as an asset in the job performance of teachers. Viewed from the angle of Harbison and Hanushek (1992) studies that teaching experience related positively to learning, the long experienced teachers might have become creative and flexible in their thinking and professional practices. These long experienced teachers may no longer be unfavourably disposed to acquire new knowledge and skills in their day-to-day teaching activities. It has been observed that the long experienced teachers appear to be more highly disposed to improvement in the teaching profession than short-experienced ones.

The finding of this study may direct the attention of Ekiti State Teaching Service Commission to make use of years of experience in the appointment of teachers to duty posts such like principals, vice- principals and heads of departments. It may also call the attention of the Teaching Service Commission to the pattern of job performance of teachers in schools, meaning that, the commission should develop motivational strategies and mechanism for making teaching attractive for effective performance of teachers. It is therefore suggested that more experienced teachers should be employed to teach at various levels of our educational systems.

More importantly, the welfare of teachers must be adequately protected and the remuneration of teachers as regards their take home should be improved to encourage retention of the highly experienced teachers in our school system. The 27.5% of the teachers' basic salary which forms the approved Teachers Salary Scale (TSS) in Nigeria should be implemented in all states of the Federation and reviewed from time to time based on the economic situation of the country. There is no doubt that if this could be sustained, many teachers who are using teaching as a stepping stone to other jobs, will be encouraged to stay on the job, thereby increasing the number of highly experienced teachers in the secondary schools in Ekiti State, Nigeria.

References

- Ajayi, K (1991). Instructional supervision and practices in primary school in A.O. Ajayi (Ed.) *Effective management of primary education*. Ibadan; Adeose training and consultancy service p.25
- Alily, T. N (2000). An Analysis of factors influencing secondary school students' academic performance in Edo State" *Unpublished Ph.D thesis*, University of Benin, Benin City
- Bastress, R.L. (1991). A study of the relationship of teacher experience, teacher – students relations and teachers leadership style with teacher effectiveness in selected secondary school English classroom *Dissertation abstract international* 10 (A) 42221 April

- Fritz, J.Z. (2003). Relationship of instructional supervision with agricultural teachers' job satisfaction and their intention to remain in the teaching profession *Journal of agricultural education* 57 (44) 4
- Hanushek, E. (1986). The economics of schooling production and efficiency in public schools *Journal of economics Lit* 245 (4) 300-302
- Harbison, R.W. & Hanushek, E.K. (1992). *Educational performance of the poor: lesson from the oral north east Brazil*, Oxford University Press.
- Ibukun, W.O. (1983). Principal leadership and resource situation as contingency factors for school success in Ondo State *Unpublished Ph. D thesis* Ibadan: University of Ibadan
- Ogunbowale, A. O. (1984). The relationship between supervisory climate and instructional improvement in Oyo State secondary school *Unpublished Ph.D. thesis* Ibadan University of Ibadan.
- Schiefelbein V. & Valenzuela R. (1993). "*Factors affecting performance in primary schools* World Bank, human resources development operational policy department Washington D.C.
- Smith P. & Neale N. (1991). The construction of subject matter content in primary school" *Educational encyclopedia* 10
- Soar, R.S. (1998). Teacher assessment: Problems and possibilities *Appraisal of teaching: Concept and process* Gray D. Borich (Ed): Reading Addison Wesley Publishing Company, 162 – 163.
- Tuckman, H.P. (1990). High school input and their contributions to school performance *Journal of human resources* 6 (4) 491 - 501