

TEACHERS' TRANSITION TO HIGHER ACADEMIC LEVELS AND STUDENTS' ACADEMIC PERFORMANCE IN LAGOS STATE SECONDARY SCHOOLS, NIGERIA

Aderemi, Anthonia Nwakaego & Ibikunle Ganiyu Abiona

Department of Educational Management, Faculty of Education, Lagos State University, Ojo, Lagos State, Nigeria.

Abstract

This study examined teachers' transition to higher academic levels and students' academic performance in Lagos State Secondary Schools, Nigeria. The study adopted a descriptive survey research design, and a sample of 300 teachers were selected for the study using two techniques: (a simple random sampling technique and a purposive sampling technique respectively). Data was collected using the instrument tagged: "Teachers' Transition to Higher Academic Levels Questionnaire" (TTHALQ). Both descriptive and inferential statistical tools were employed for data analysis. The simple linear regression analysis was used to test the relevant hypotheses at 0.05 level of significance with the aid of Statistical Package for Social Sciences (SPSS). The findings showed that; Teachers transition from Bachelors' Degree level to Master's Degree level has significant impact on students' academic performance; Also, Teachers transition from Masters' Degree level to Doctorate Degree level has significant impact on students' academic performance in Lagos State Secondary Schools. Based on the findings, the study therefore recommended that; Transited teachers should be provided with a conducive learning environment that will enable them to make positive impact on the students being taught; they should be rewarded with adequate salaries and incentives that will motivate and encourage them for higher transitions; the Government and School Managements should encourage the transited teachers by allowing them to get involved in policy making processes in schools; transited teachers should also be supported by both the Department of Basic Education and their schools by allowing them to demonstrate or exhibit their pedagogical knowledge gathered during their transition periods by organizing conferences and seminars, so as to encourage others teachers for higher transitions.

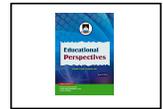
Keywords:

Teachers' Transition, Higher Academic Levels, Students' Academic Performance, Secondary Schools, Lagos State

Word count: 266

Corresponding Author Email:
anthoniaaderemi2022@gmail.com

How to cite: Aderemi, A.N. & Ibikunle, G.A. (2024). Teachers' Transition to Higher Academic Levels and Students' Academic Performance in Lagos State Secondary Schools, Nigeria. *Educational Perspectives*, 12(2), 196-203.



Introduction

Teachers' Transition has been defined by many Academicians. It is seen as a necessity for quality education and for relevance in the educational system which is translated in the classroom. Teachers need to participate in different academic transitional programs that can promote better classroom practices. According to McMillan Education South Africa (2017), Teachers, who are facilitators of learning require adequate transitions and professional development that will promote effective curriculum delivery. However, Teachers Transition is defined as the as the process by which teachers move from one level of education to another higher level and then to the highest level. Example teachers' transition from Bachelor's Degree level to Masters' Degree level and finally to Doctorate Degree level. Academic Performance on the other hand is the measurement of Students' achievements across various academic subjects. Harris and Sass (2011) asserted that transitions to graduate education improves teachers' effectiveness and raises the status of the teaching profession. Akindutire and Ekundayo (2012) argued that the success of every educational system depends largely on the quality and adequacy in the supply of teachers. Since teachers are seen as agents of pedagogy who champion the cause of social change, it is imperative to improve the quality of teachers through transitions which is expected to translate into action on the educational policies intended to develop Nigeria.

Types or Levels of Teachers' Transition:

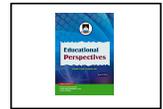
There are three major types of Teachers' Transition to higher academic levels namely: Bachelor's Degree Level, Master's Degree Level, and Doctorate Degree Level.

1. Bachelor's Degree Level:

Is an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting four to six years (depending on institution and academic discipline). In some institutions and educational systems, certain Bachelor's degrees can only be taken as graduate or postgraduate educations after a first degree has been completed, although most commonly the successful completion of a bachelor's degree is a prerequisite for further courses such as a masters or a doctor.

2. Masters' Degrees Level:

Is an academic degree awarded by University or Colleges upon completion of a course of study demonstrating mastery or a high order overview of a specific field of study or area of professional practice. Usually after one or two years of additional study following a bachelor's degree. It is an academic qualification granted at the postgraduate level to individuals who have successfully undergone study demonstrating a higher level of expertise in a specific field of study or area of professional practice.



3. Doctorate Degree Level:

Is an academic degree awarded in universities, derived from the ancient formalism licentia docendi. In most countries, a research degree qualifies the holder to teach at university level in the degree's field or work in a specific profession. Any of several academic degrees of the highest rank, as the Ph.D awarded by Universities and some Colleges of education for completing advanced work in a graduate school or a professional school. An Honorary Degree conferring the title of Doctor upon the recipient.

The classroom practices of teachers need to be improved to support and improve learners' problem-solving skills in the classroom. Moreover, Teachers' transition to higher academic levels is the key to professional development of teachers which is a necessity for quality education in Nigeria.

Statement of the Problem

The state of basic education in Nigeria shows that many teachers are confronted with how best to facilitate learning and improve learners' academic performances. Nigerian' teachers deserve regular transitions and quality professional development training like other professionals who constantly and consistently access professional development to improve their productivity. It has been observed that many Secondary schools in Lagos State engage unqualified teachers and tutors who lack the prerequisite qualifications in terms of academic competences, transitions and trainings needed to transmit knowledge to the students. Aderemi (2023) posited that most times, teachers teach with little or no delivery and cannot make a positive impact on the students being taught because they are not professionally advanced. Advocates have argued that graduate education improves teachers' effectiveness and raises the status of the teaching profession (Sahlberg, 2015). Based on these assertions, the researcher therefore resolved to investigate the impact of teachers' transition to higher academic levels on students' academic performance in Lagos State Secondary Schools.

Objectives of the Study

The following are the research objectives of this study:

1. To determine the impact of teachers' transition from Bachelor's Degree level to Masters' Degree level on students' academic performance in Lagos State Secondary Schools.
2. To examine the impact of teachers' transition from Masters' Degree level to Doctorate Degree level on students' academic performance in Lagos State Secondary Schools.

Research Questions:

The following research questions were raised as guide to this study:

- Q1. What is the impact of teachers' transition from Bachelor's Degree level to Masters' Degree level on students' academic performance in Lagos State Secondary Schools?



Q2. Does teachers' transition from Masters' Degree level to Doctorate Degree level have any impact on students' academic performance in Lagos State Secondary Schools?

Research Hypotheses

This following two null hypotheses were tested at 0.05 level of significance:

Ho₁ There is no significant impact of teachers' transition from Bachelor's Degree level to Masters' Degree level on students' academic performance in Lagos State Secondary Schools.

Ho₂ There is no significant impact of teachers' transition from Masters' Degree level to Doctorate Degree level on students' academic performance in Lagos State Secondary Schools.

Literature Review

The review of related literature is discussed in accordance with the Impact of Teachers' Transition to Higher Academic Levels on Students' academic performance in Lagos State Secondary Schools. This study was anchored on the Human Capital Theory. The Human Capital Theory was propounded by Becker (1962) and Rosen (1976). It asserts that individual workers have a set of skills or innate abilities which can be improved through training and education. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital. Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs. Human capital theory stresses the significance of education and training as the key to participation in the new global economy. Generally, human capital represents the assets each individual develops to enhance economic productivity. Furthermore, human capital is concerned with the wholesome adoption of the policies of education and development. In short, the human capital theorists argue that an educated population is a productive population. Aderemi and Mohammed (2023) contributed that investment in human capital through education will bring about the exhibition of distinctive abilities and skills in human which will result to highest productivity as the rewards of investment that will eliminate insecurity and foster national development. Human resources constitute the ultimate basis of the wealth of nations. In conclusion, capital and natural resources are passive factors of production, while human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organizations, and advances national development.



Therefore, investment in human capital through teachers’ transitions to higher academic levels will bring about the professional advancements in teachers that will resuscitate their innate abilities and skills and result to a sound and quality academic deliveries that will make a quick and positive impact in the academic performances of students of all levels of education, hence the elimination of the half-backed syndrome in the educational system.

Methodology

The study adopted a descriptive survey research design. The study population consisted of teachers in all public secondary schools in Education District V, Lagos State. A sample size of 300 teachers were selected from 30 randomly selected schools using a purposive sampling technique to select 10 teachers from each selected school respectively. A self-constructed, validated and reliable questionnaire titled “Teachers Transition to Higher Academic Levels Questionnaire” (TTHALQ) with the four-point Likert scale of strongly agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The reliability of the instrument was subjected to the test-retest method with a co-efficient resultant alpha value of 0.95. The data collected for testing of hypotheses were analyzed using the Simple Linear Regression statistical tool with the aid of Statistical Package for Social Sciences (SPSS).

Findings

Data collected and analyzed are presented as follows:

Hypothesis 1

There is no significant impact of teachers’ transition from Bachelor’s Degree level to Masters’ Degree level on students’ academic performance in Lagos State Secondary Schools.

The above stated hypothesis was tested using Simple Linear Regression statistical tool at 0.05 level of significance. The result is hereby presented on the table 1:

Table 1: Linear Regression result on the Impact of teachers’ transition from Bachelor’s Degree Level to Masters’ Degree level on students’ academic performance in Lagos State Secondary Schools.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant) TTBM	1.444	.214		6.753	.000
	.424	.082	.430	5.168	.000

a. Dependent Variable: SAP

The result of the Simple linear regression above shows that a significant t-value was recorded (t = 5.168; P = 0.000) at 0.05 level of significance. Therefore, hypothesis one as stated is hereby



rejected, implying that there was a significant impact of teachers’ transition from Bachelor’s Degree level to Masters’ Degree level on students’ academic performance in Lagos State Secondary Schools.

Hypothesis 2

There is no significant impact of teachers’ transition from Masters’ Degree level to Doctorate Degree level on students’ academic performance in Lagos State Secondary Schools. The above stated hypothesis was also tested using Simple Linear Regression statistical tool at 0.05 level of significance. The result is hereby presented on the table 2:

Table 2: Linear Regression result on the Impact of teachers’ transition from Masters’ Degree level to Doctorate Degree level on students’ academic performance in Lagos State Secondary Schools.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant) TTMD	3.214	.231		13.938	.000
	.286	.088	.286	3.239	.002

a. Dependent Variable: SAP

The result of the Simple Linear regression above shows that a significant t-value was recorded ($t = 3.239$; $P = 0.002$) at 0.05 level of significance. Therefore, hypothesis two as stated is hereby rejected, implying that there was a significant impact of teachers’ transition from Masters’ Degree level to Doctorate Degree level on students’ academic performance in Lagos State Secondary Schools.

Discussion of Findings:

The result of hypothesis one which stated that there is no significant impact of teachers’ transition from Bachelor’s Degree level to Masters’ Degree level on students’ academic performance in Lagos State Secondary Schools indicated that a significant t-value was recorded, hence, hypothesis one as stated was rejected. This showed that there was a significant impact of teachers’ transition from Bachelor’s Degree level to Masters’ Degree level on students’ academic performance in Lagos State Secondary Schools. Both male and female teachers agreed that teachers’ transition from Bachelors’ Degree level to Masters’ Degree level has a positive and significant impact on the students’ academic performance. The above findings agree with Pretorius (2014) who asserted that every school should have a plan for the continuous professional development of its teaching staff in place. Ravhuhali (2015) articulated that teachers’ professional development workshops help them to increase their knowledge which is



useful when engaging with learners in the classroom. Opfer and Pedder (2010) claimed that teachers' knowledge improves after participating in professional development programmes, and changes the teachers' attitudes and beliefs. Ravhuhali (2015), indicated that teachers are able to provide and promote quality teaching and learning in their classes through professional development.

Therefore, teachers' transitions to higher academic levels help to increase teachers' pedagogical knowledge and leads to quality academic delivery that brings about positive impact in students.

The result of hypothesis two which stated that there is no significant impact of teachers' transition from Masters' Degree level to Doctorate Degree level on students' academic performance in Lagos State Secondary Schools indicated that a significant t-value was recorded, hence, hypothesis two as stated was rejected. This showed that there was a significant impact of teachers' transition from Masters' Degree level to Doctorate Degree level on students' academic performance in Lagos State Secondary Schools. Both male and female teachers agreed that teachers' transition from Masters' Degree level to Doctorate Degree level has a positive and significant impact on the students' academic performance. However, the findings of this hypothesis agreed with Ravhuhali (2014) who argued that experienced teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by professional development programmes and that such changes are associated with changes in their classroom instructions and students' achievement. Jita and Mokhele (2014), indicated that a well-structured professional development can lead to successful changes in teachers' practice, school improvement and improvements in pupils' achievements. Ravhuhali (2015) opined that teachers' professional development is a useful strategy that teachers can use to improve learners' understanding. Pedder and Opfer (2011), who emphasized that teachers' professional development and learning is about the growth and development of teachers' expertise that leads to changes in their practices to enhance the learning outcomes of students. Ravhuhali (2014), who argued that teachers who improve their teaching skills through further studies, teach better.

Therefore, teachers' involvement in higher academic transitions improves their skills, promotes quality teaching and learning, and improves learners' performances academically.

Conclusion

The study investigated "Teachers' Transition to higher academic levels and students' academic performance in Lagos State Secondary Schools. However, Teachers' transition to higher academic levels is the key to professional development of teachers which is a necessity for quality education in Nigeria. Therefore, from the findings of this study it could be concluded that teachers' transition from Bachelors' Degree level to Masters' Degree level has a positive and significant impact on the students' academic performance; and that Teachers transition from Masters' Degree level to Doctorate Degree level has a positive and significant impact on the students' academic performance of Lagos State Secondary Schools. This is as a result of the pedagogical knowledge gathered. Mohan et al (2017) asserted that experienced teachers'

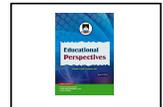


pedagogical content knowledge and pedagogical content beliefs can be affected by professional development programmes and that such changes are associated with changes in their classroom instructions and students' achievements.

Recommendations

Based on the findings, the following recommendations are hereby made:

1. Transited Teachers should be provided with a conducive learning environment that will enable them to make positive impact on the students being taught.
2. Transited Teachers should be rewarded with adequate salaries and incentives that will motivate and encourage them for higher transitions.
3. Government and the School Managements should encourage the transited teachers by allowing them participate in policy making processes in schools.
4. Transited teachers should be supported by both the Department of Basic Education and their schools by allowing them demonstrate or exhibit their pedagogical knowledge gathered during their transition periods through organizing conferences and seminars, so as to encourage others teachers for higher transitions.



References

- Aderemi, A. N. (2023a). Teachers' Professional Advancement and Students' Academic Performance in Lagos State Secondary Schools, Nigeria. *Journal of Research in Educational Management and Business Studies (JOREMS)*, 7(2), 86-95. ISSN: 2735-945X.
- Aderemi A. N., & Mohammed, M.O.B., (2023b). Education as Panacea for National Development in Nigeria: Book of Conference Proceedings of the Nigerian Association for Educational Administration and Planning (NAEAP) LASU Branch 2023 International Conference in Collaboration with the University of Sierra-Leone, Sierra Leone, on Educational Research in Sub-Sahara Africa. (Pg 270-277) ISBN: 978-978-59025-5-6.
- Becker, G. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy*, 70(5), 9-49.
- Jita LC, Mokhele ML (2014). When teacher clusters work: Selected experiences of South African teachers with the cluster approach to professional Development. *South African Journal of Education*, 34(2): 1- 15.
- Opfer V.D., Pedder D (2010). Benefits, Status and Effectiveness of Continuous Professional Development for Teachers in England. *The Curriculum Journal*, 21: 413–431. From (Retrieved on 26 December 2012).
- Pretorius, S. G., (2014). Educators' perceptions of school effectiveness and dysfunctional schools in South Africa. *Journal of Social Science*, 40(1): 51-64.
- Ravhuhali, F., (2014). Teachers' Perceptions on the Impact of Professional Development on Promoting Quality Teaching and Learning. PhD Thesis, Unpublished.
- Ravhuhali, F., Kutame, A.P., & Mutshaeni, H.N. (2015). Teachers' perceptions of the impact of continuing professional development on promoting quality teaching and learning. *International Journal of Education Sciences*, 10(1): 1-7.