EFFECT OF USING UNQUALIFIED TEACHERS TO TEACH MATHEMATICS IN SECONDARY SCHOOLS IN ILORIN WEST L.G.A KWARA STATE

By

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BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF MATHEMATIC, SCHOOL OF SCIENCE, KWARA STATE COLLEGE OF EDUCATION, ILORIN
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CERTIFICATION

This project has been read and approved as meeting the requirement of the department of Mathematics, School of Science, Kwara State College of Education, Ilorin for the award of Nigeria Certificate in Education (NCE).

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DEDICATION

This project work is highly dedicated to parents

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I give all my thanks and glory to Almighty Allah for his mercy, kindness strength, protection and wisdom give to me for carrying out this research work successfully. I also adore his work on me throughout this programme and research work on me throughout this programme and research work in good health and wisdom may his continuous benediction be upon his noble prophet Muhammad (S. A. W.), His household and his companion till the day of Accountability.

I am expressing my special gratitude and sincere appreciate to my able dynamic and handworking supervisor in person of DR. ADETUNJI K. O who inspire schedule, and offered her inspiring advice suggestion and correction which server as guidance for the success of this research work. my appreciation go to department my H. O. D DR. ISIAKA K. S and DR. MRS ABDULMALIK. May Almighty God continue to bless her and his household abundantly (Aamin).

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ABSTRACT

This study was carried out to point out the effects of using unqualified teachers to teach mathematics in secondary schools in Ilorin west local government area of Kwara state. A structured research designed questionnaire was used to obtain information from teachers. Sample random sampling technique was used to select five secondary schools and twenty. Five teachers within Ilorin West Local Government Area. The instrument used for the study was questionnaire frequencyvalue and chi-square method was the statistical or package used for the analysis of the study the result of the findings obtained showed the effects of using unqualified teachers to teach mathematics education and sustainable development of the nation both in science and technology based on the findings, recommendations were made to the government, school heads, mathematics teachers, parents and parents teachers Association (P.T.A) of schools

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CHAPTER ONE

INTRODUCTION

Background to the Study

The foundation of any sustainable development is education. The key players in any educational set up are the teachers. Mathematics teachers play crucial role in the development of human resources because their subject is the king and Queen, and the language of all other subjects. Since no education system may rise above the quality of its teacher and teachers takes important role in the live of the student they teacher and development of the management.

Soyemi (2014) Mathematics is the science of structure order, numbers, space and quality. It is a relationship, which revolves the elementary practice of counting measuring and describing of shapes and objects. It is a way of life and on all embracing body of knowledge that opens up the mind to logical reasoning analytical thinking and the ability to make objects look real or concrete. Mathematics ignites or challenges one to develop attitudes for creative thinking, deep focusing and charity of thoughts.

Soyemi(2014) The social and economic perspective, mathematics is the key element activity in day-to-day living that every human begin practices in one form or the other.

According to Adeniran (2016), mathematics is so important in human endeavor. People use mathematics in different aspects of life. For example, the market woman sells her yams in set of 3's 6's 10's. A farmer makes ridges and count leaps in 200,s. Money exchange for goods on daily basis is an evidence of the use of simple arithmetic in meaning daily living.

The federal government endeavor to make sure everybody in the country is educated. The efforts of the government reach down as far reaching the Fulani and the fishermen in the country. To the federal government and to the entire educational. Mathematics is made as a core subject from primary school to secondary school level. It is a prerequisite for admission into any university in the country.

As important as mathematics is to human race, indispensable for living, government priority police incentive programme at all levels, the place if mathematics in the school curriculum language of science and many other

areas of life, it was found that mathematics being hated by many people. As important as mathematics is, and made compulsory is secondary schools and even a prerequisite for admission into university, many secondary school students still fail mathematics.

What could have been the root cause of mass failure in mathematics in Nigeria? This has been the concern of many people in the country. Adeniran (2016)

The government of Nigeria introduced major reforms in the education sector to improve access, participation and performance of children in education systems. As a result of this, the government of Rwanda has established the nine years basic education (9YBE) schools in 2009 which were later upgraded to 12 years basic education for free and compulsory educations to all Rwandan children, but since then, these schools were blamed by the community for poor students' academic performance mainly due to the recruitment of many unqualified teachers in these schools. In the government schools, many unqualified teachers are not equipped with skills in the process of teaching and learning in schools effectively due to lack of proper training in teaching methodologies and managing students' behavior. The analysis

suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models

effectiveness of teachers and teaching in general [2] Education is a key component of human quality essential for generating high incomes and sustainable socioeconomic development. It is characterized as an essential ingredient in poverty eradication as described [3]. In our society, the main impact of education is the provision of knowledge that will integrate individuals and make them to be more meaningful individuals in the society who are capable of solving their problems. The academic standard of students in all educational institutions has fallen considerably below societal expectations [4]. Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. And also, teaching and learning depend on teachers who produce desired results in the course of their duties [5]. This was supported by researchers who said that teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is

ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students maintained that professional development of teachers can be effective and sustainable, if certain conditions are met. Hiring of qualified teachers is encouraged for improvement of academic performance and theories from the study of caution that policies to remove ineffective teachers should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that facilitate good teaching. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. The report has similar statement as “we say it with force and without reservation that none of the reforms we are proposing will succeed unless we are able to recruit to the teaching profession at all levels men and women of the highest abilities, and can train them [6,7,8]. “Many factors are responsible for shaping the quality teaching. These include ideological and socio-economic needs, existing structure of education system, and well-defined theories and practices of teaching and learning. It is the quality of teachers on which the population of a country mainly depends for

excellence. Teachers' credibility depends on how they take up the rights and responsibilities, which are associated with the position. Teachers are different with respect to their attitudes and in what they expect from students and teacher qualification may affect pupils' academic achievement [9]. In South Africa, a study carried out on the teacher licensure test scores and other teacher attributes effect on elementary student achievement showed large differences in teacher quality across school district. Teacher license test scores were unrelated to teacher success in the classroom; student achievement was not related to the teachers' advanced degrees; student achievement increases with teacher experience but the correlation is weak [10]. The study found that there was no significant difference in performance of students taught by graduate teachers who had undergone refresher courses and those taught by graduate teachers who had not undergone refresher courses as they were both graduates [11]. Studies have shown that there is some relationship between teacher qualification and students' academic achievement. This study pursued to evaluate the extent to which teacher qualification affects student's academic achievement in Rwanda with a particular study of Rusoro secondary School in Gakenke District of Rwanda.

For many years, Rusoro secondary school has been concerned with many problems such as: poor teaching techniques, insufficient training, inadequate facilities provided by the government and inappropriate communications in English language as medium of instructions. These problems have not been at the same levels because many government schools with unqualified teachers, performed very poorly while others with many qualified teachers performed very well in this district as well as in all country. The teachers' skills, knowledge, values and attitudes will always affect students' academic performance.

[1]. The mostly unqualified teachers know little or nothing about the new concepts included in the new curriculum which was introduced by Ministry of Education through Rwanda Education Board in 2015 and consequently brings satisfaction among parents regarding the performance of government schools. Over the time, students' academic performance in both internal and external examinations had been used to determine the Almost every year WAEC/NECO outline some areas or topics that. Students are deficient such areas include latitude and longitudes, circle theorem, construction e.t.c. If any country is to develop in science and technology people have to be trained on

line, admission into training institutions has to be made. But with mass failure in mathematics in the country, development in science and technology of the country is not fully enhanced. It is therefore important that the issues of mass failure of students in secondary schools in the country be looked into.

Adeniran (2016) From findings, there are many factors that contributed to the mass failure of students in mathematics in secondary schools. The following are some identified factors:

i. Government deficiency
ii. School environment
iii. Principals in the schools
iv. The teachers used for teaching mathematics
v. Students attitudes and interest
vi. Parents attitudes towards education
vii. Non availability of good mathematics textbooks.

The researcher considers teachers used for teaching mathematics as the key factor of student's failure in mathematics in secondary schools.

Adeniran (2016) In his own view majority of teachers used to teach mathematics are not qualified used to teach the subject. Therefore, this work is based on the effects of using unqualified teachers to teach mathematics in secondary schools.

Due to mass failure in mathematics, there is negative attitude towards the subject by majority of students in secondary schools. Therefore see the subject as the most difficult subject and as a matter of fact, it has hindered may students from getting admission into the university. Many end up their educational career at secondary school level, while some do not even finish secondary school. Many see their teachers as their major problem during their schooling period.

Statements of the Problem

The fact that there is failure of students in mathematics than other subject is not hidden in society. Than condition of mathematics in Nigeria schools is not good. Students' performance is far below expectation. More than fifty percent of students in secondary schools are not interested in

mathematics. Examination malpractice in mathematics is now the order of the day. What could have been the problem in our secondary schools?

Hence, there is need to known the effects of using unqualified teachers to mathematics in secondary schools. This study is supposed to reveal the effects of using unqualified teachers to teach mathematics in secondary schools

Purpose of the Study

The purpose of the study came up from the concern on mass failure of students in mathematics in secondary schools, by the students school authority, federal government, parents and the society in general.

Therefore the purpose are:-

i. To investigate the qualify and qualification of teachers used to teach mathematics in secondary schools
ii. To reveal the effects of using unqualified teachers to teach mathematics in secondary schools.
iii. To recommend the type of teachers to be used to teach mathematics in secondary schools.

General Question

What is the result of using unqualified teachers to teach mathematics in secondary schools?

Research Questions

The following questions were raised to guide the conduct of the research.

i. Are all the teachers teaching mathematics in secondary schools unqualified to teach mathematics?
ii. What is the interest and academic performance of the students if unqualified teachers are used to teach mathematics in secondary schools?
iii. Can there be any progress in quality if unqualified teachers are used to teach mathematics?
iv. Can parents desire and resources achieve a desirable goal if unqualified teachers are used to teach mathematics in secondary schools?
v. Can there be continual sustainable development of the nation if unqualified teachers are used to teach mathematics in secondary schools?

Research Hypotheses

HO1: Teaching with unqualified teachers has no significant effect on students' academic performance in mathematics.

HO2 : Teacher's qualification has no significant effect on the continual sustainable development of the notion

Significance of the Study

The outcome of this research project will serve as eye opener for:

i. The government to know the kind of teachers they need to use to teach mathematics in secondary schools.

ii. The principal, proprietors and proprietress, parents teachers association (PTA) to know the kind of the teachers they need to employ to teach mathematics in secondary schools for a better performance of their students in mathematics

iii. The parents to known the kind of school send their children to.

iv. The parent's to know the kind of to use to teach their children lessons at home.

v. They are to know from which teacher they are to receive lesson.

Delimitation of the Study

This study has been limited to five selected secondary school in Ilorin West Local Government Area. The schools are:

i. Abata Baba-Oyo Junior Secondary School Itamerin Ilorin
ii. Pakata Junior Secondary School Ilorin
iii. Government Day Secondary School, Adeta
iv. Government Day Secondary School, Adewole
v. Government High School, Adeta

DEFINITION OF TERMS

The following terms are operationally defined:

Teacher:- A teacher is person who impacts knowledge, skills and professional attitude in another person.

Effect:- A change that something causes in else, or a result.

Unqualified teachers:- This is a teacher that does not possess the quality of teaching and does not meet the requirement of national police on education.

Teaching:- It is a process of impacting knowledge, skills and professional attitude in order for student to gain ideas, concept and experience.

Education:- Is what generation give to its younger ones, which makes them to develop attitudes, abilities, skills, and other behaviors which are of positive valve to the society in which they live.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present relevant view of various writers and expand the content and background of the study on e effects of using unqualified teachers to teach mathematics in secondary schools in Ilorin west L.G.A kwara state. This will enable the researcher not only to have ideas underlying the ration able of the study but also to appraise the previous work done on the study. It must be pointed out that since this study is based on examination and evaluation of the effect of using unqualified teachers to teach mathematics in secondary schools, the review was done under the following sub-headings:

1. The importance of mathematics.
2. Teaching and learning mathematics in secondary schools.
3. The place of mathematics teachers and teacher's education.
4. Causes of students poor performance in mathematics in secondary schools.
5. Mathematics education and national development

6. Summary of the literature reviewed

Importance of Mathematics

According to Akeside (2015), mathematics is the king and queen of all subjects and the language if education process, hence its inclusion as a core subject from primary to the secondary school level. A credit pass in mathematics is a prerequisite for admission into any university in many courses. It is therefore incontrovertible that teachers of mathematics hold the key to manpower development and hence sustainable development for the country.

Adeniran (2016), said the importance of mathematics in human endeavor cannot be over emphasized people use mathematics consciously and unconsciously in various aspect of life. In actual sense, it would be impossible to live a human life in any part of the world without making use of mathematics on daily basis. The impact of mathematics has been recognized for long.

According to soyemi (2011), mathematics has relationship with other subjects and that it aids the understanding in one area or the other. He said, to

the pure science (biology, chemistry, physics), mathematics is the basic and language for the study. The study of biology requires knowledge description, chemistry knowledge of measurement and physics, knowledge of counting. To the applied science and technology (engineering, medicine, pharmacy, food technology, building technology e.t.c), mathematics is an indispensable tool. That is, no applied science can be understood without mathematics.

To the art (English, law, history, fine-art, music, IRK/CRK, e.t.c), mathematics is the light that gives completeness and consistency of the study. From this perspective; it is clear that mathematics is a subject of everyday application and communication per excellence. The student who is good in mathematics is food to be good in other subjects.

Teaching and learning mathematics in secondary schools

Teaching and learning effectiveness result from interplay of various factors which include teachers attribute and professional qualities, hence, ability to produce as well as use the available resources or materials to the benefit of the learners.

Teaching according to ogunyemi (2014), can be defined as the action of a person imparting skill, knowledge or give instruction or the job of a person who teachers.

To Moore (2014), teaching is defined as the activities of someone, a teacher who is trying to assist other to reach their fullest potential in all aspects of development. Teaching mathematics is a challenge that requires long hours of work and preparation. It is a continuous, cycle process which involves three main phases:

a. Pre-teaching
b. Classroom interaction
c. Post teaching

Given lesson in mathematics is quite different from teaching mathematics involves some activities like talking, writing on chalkboard, drawing diagram, demonstration asking question and given exercise. But when teaching mathematics, it involves doing as, making the students to be involved in the classroom activities, stimulating students to attend, observe, associate, remember, and calculate draw and reason.

In the teaching of mathematics, making the students interested is more important than talking to them, helping them to develop their skills is more, important than demonstrating our skill on the chalkboard. A successful and effective mathematics lesson requires a lot from mathematics teacher (Oyedeji, 2015).

According fatola (2016), teacher's activities of mathematics are the lesson. According to oyedeji (2015), teaches activities include:-

a. Knowing what to teach
b. Knowing what we teach
c. Knowing who we teach
d. Knowing how to teach, and what to teach
e. Knowing the materials to use to teach
f. Knowing how to assess students learning

A. KNOWING WHAT TO TEACH

One of the most important per activities of a qualified mathematics teacher for a lesson is an adequate mastery of the subject contents as well as information sufficient of the subject. Many at times, the study get frustrated

and disappointed for lack of adequate knowledge of the subject demonstrated by the mathematics teacher they have been waiting for.

The material teacher therefore is expected to update his/her knowledge of the subject and never relay on only one source information. Many mathematics textbooks should be used in solving problems or particular problem

B. KNOWING WHAT WE TEACH

Teaching does not take place unless students have learnt. To know what we are teaching we have to know what our students are learning from us. Many mathematics teachers know what their students are learning.

C. KNOWING WHO WE TEACH

findings show that a good number of students like mathematics, and want to do the subject. They are entitled by the wonderful subject any are enthusiastic about it at the lower level but develop negative attitude towards it as they progress in it. Their negative attitude in Mathematics might be of poor teaching and uninteresting experience from their teacher for meaningful learning to take place, mathematics teacher need to know their students

intimately, their background of knowledge of the subject, learning difficulties and other.

D. KNOWING HOW TO TEACH AND WHAT TO TEACH

Knowing the content of mathematics to teach is not the same thing as knowing how to teach the content. The way one teachers the content determined largely the learning that accompanies the teaching one of the problems of mathematics education in Nigeria schools is the poor teaching of the subject. Due to poor teaching, many students dislike mathematics.

Planning is essential to affective teaching of mathematics. Apart from mastery of the subject, he/she should be able to plan the strategy to deliver the lesson. A lesson consists of the content to be taught as well as the instructional strategy to be adopted in teaching it. Instructional strategy consists of two components:

i. The methodology
ii. The procedure

The instructional strategy is the global approach to teaching a particular lesson, while the methodology sets tone of the lesson and act as motivator of

the lesson. The methodology is planned so that it will capture and hold the attention of students and involve them as much as possible in learning situation.

These skills or tasks build one on the other and are referred to as hierarchies. According to oyedeji (2015), the lower skills are prerequisite to the higher order skills. Solving a higher order skills or task may involve the learning of rules and concept. For example, ability to calculate the area of rectangle according to fatola (2014), involves;

a. Learning the concepts of points and line's
b. Learning the concepts of plan surfaces,
c. Learning the concepts of space
d. Learning the rules of multiplication and division

E. KNOWING MATERIALS TO USE TO TEACH

It is important for mathematics teachers to know material to use to teach a particular concept. The essence of teaching is learning. Teacher therefore used different interaction, mode and media to facilitate his action and interaction in the classroom. She has to shift from being a more talkative

to a motivator and facilitator of learning. A new resource for teaching becomes available, new options for instructions are offered. For mathematics teacher to assume the role of a manager, he should be able to fashion and guide learning activities to the desirable outcome within the range of materials and sources at this disposal. He should be able to systematically design simple classroom environment (salami and lagbe 2017).

F. KNOWING HOW TO ASSESS STUDENTS LEARNING

A good and qualified mathematics teacher should not only know what to teach, what to teach know the materials to use to teach but also know how to assess students learning given them questions in order to evaluation their learning

The Place of Mathematics Teachers and Teachers Education

The fact that mathematics is very important to everybody in the surface of the earth is not hidden. The problem is who to teach this mathematics. It is obvious that mathematics is the king and queen of all subjects, the language of education process, a prerequisite for admission into university, the key player and foundation of any sustainable development of any country. A

compulsory subject at secondary school subject and almost become the fear of every student in the school.

What is The Problem?

Mathematics teacher used in schools are the problem. Most of them are qualified to teach mathematics.

Odogwu (2014), said the foundation to any sustainable development is education. They key player in any educational set up, are the teachers. The teachers of mathematics play crucial role in the development of human resources because their subject is the King and queen language of all other subject. The fact is that teachers are the main factors of development of human resources.

Adegoke (2017), also saw the need teachers Effectiveness. He therefore advocated for a shift in teachers education from teacher centered to resources centered learning and also from teacher centered to computer and information base training.

The training of mathematics teachers using new technologies challenges teachers conception of mathematics with technology. It also

provides teacher's opportunities to develop their confidence in mathematics thinking and pedagogy while teaching with technology in their mathematics lesson. The crops of teachers will also transfer this confidence to their student there by equipping the student with skills for sustainable development in this age.

National policy on education noted that in service training for the teachers is the key factor for sustainable development of any Nation in the federal government, national police on education, NCE is now the minimum qualification for any teacher who wants to teach in schools. It is glaring that teachers are seen to be the key factor to either the success or failure of students in mathematics, depending on the type of teachers used to whether qualified or unqualified. From the national police on education (1998) causes of students poor performance in mathematics in secondary schools

However, despite the indispensability of mathematics in the study of science and technology, the subject has been Deny into universities because of their failure in mathematics. They were unable to have pass in mathematics at credit level, either in general certificate examination (GCE) or senior secondary school certificate examination or (SSCE) or national examination

council (NECO), which is the major criterion for admission into higher instrument. In nearly all examination, the results in mathematics are generally very poor.

According to Azuka (2014), in most secondary schools in Nigeria today, there is a high percentage of uninterested low achievers in mathematics. Experience has revealed that in most mathematics classes in secondary schools, over fifty percent are either uninterested or low achiever. The result is that majority of the student do not understand the lesson as presented by the teacher. Some of the factors affecting the teaching and learning of mathematics in secondary schools are:

i. High exodus of teachers to other profession due incentive in teaching
ii. Lack of qualified teachers
iii. Poor attitude of students and teachers in mathematics
iv. Lack of teaching materials
v. Lack of textbooks for students
vi. High workload of mathematics teachers
vii. Mathematics phobia among students
viii. Pool teaching in schools

ix. Poor image of mathematics in society, among others

It is clear that Azuka sees the teachers teaching mathematics as key factors to how interest and achievement of the students. Adebayo (2015), saw the teacher as the problem of failure of students at secondary schools level. He looked at the problem at the perspective of teacher's poor method of teaching, that is teachers failure to use appropriate method of teaching. It is also clear that if appropriate method is not used to teach mathematics the student cannot grapy the topic.

Amoo (2014), related the failure of student to teachers competence or ineffectiveness, inadequate recruitment of qualified teachers and delay in payment of teachers salary

Mathematics Education and National Development

According of Odagwu (2014), the foundation to any sustainable development is education. Education is the means through which the values, ethics and total ways of living of people are preserved, develop and transmitted from generation to generation. Mathematics education started with the counting of stone, sticks, drawing of line. Counting system was in base ten simply because we have ten figures. The counting system then

developed to what we could call basic arithmetic. Basic arithmetic was designed to help the learners to handle transactions of the market, farm and local commerce. It is useful in everyday life activities. This was introduced by the early missionary in all missionary schools.

It was directed to social need and its immediate application. This has influence on mathematic curriculum for years up to 1978 as it was been operated in teacher training colleges where they taught basic arithmetic instead of mathematics.

According to olaloye(2014), the utilities and the values of measurement and counting formed the basic premise of introducing arithmetic into primary school. Mathematics skills are essential to the average student in order to be able to cope with life activities. The activities help the individual to cope with the rapidly changing demands of modern world.

1. Objectives of teaching mathematics at secondary schools level include;
   i. Make logical arguments and conclusion
   ii. Recognize data and memory
   iii. Read, interpret, organize and express statistical and graphical data

iv. Scrutinize data in solving problems

v. Understand and analyze relation of analytic and space

2. An appreciation of mathematics as a science through the following means

i. The significance of symbolism

ii. The relation of the various parts of mathematics

iii. The relation of mathematics to other subjects

iv. The relation to nature and environment

3. The important attitude of mind, that is responsibility of the presentation.

i. Accurate in presentation

ii. Estimate and value result's

iii. Value generalizations

iv. Self reliance and confidence in attacking practical problems.

The fact is that if mathematics is effectively taught to really achieve the goal, there is bound to the development. Everybody will be influenced in science and technology the nation.

Summary of the Literature Reviewed

The review of the past work of the experts from the related literature on the effect of using unqualified teachers to teach mathematics in secondary schools has provided the background knowledge on how the present work could be carried out successfully convincingly.

On teaching and learning mathematics in secondary schools, Nwosu (2014), Adegoke (2017), National police on education (1998), observed that the importance of using qualified teacher to teach mathematics and emphasis on the importance of in service for the teachers are the means of upgrading the teachers level of effectiveness and performance for national development.

On mathematics education and national development, Odogwu (2014) and Oyedeji (2015) agreed that mathematics education lead to national development. Though mathematics education, practical, value, utilitarian value and cultural values will be made attainable.

The literature review has given proper focus for this study. This study therefore shares some views of previous researchers work and went further it's conduct study on the effects of using unqualified teachers to teach mathematics in secondary schools which include the reality of the

qualification of mathematics teachers used in secondary schools, interest academic performance and life of students in secondary schools, progress in quality, achievement of parents desire and resources and continual sustainable development of the Nation if unqualified teachers are used to teach mathematics in secondary schools.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the methods employed in carry out the research work for the purpose of this study; the following sub-topics would be treated.

Research Design

Population

Sample and Sampling Technique

Research Instruments

Validity of the Instruments

Reliability of the Instruments

Administration of the Instruments

Data Analysis

Research Design

The research design for this study will be a survey research design. This design will allow the researcher to collect data from a large number of respondents and provide a snapshot of the current situation.

Population

The population of this study will consist of all social studies teachers and students in secondary schools in Baruten LGA, Kwara State.

Sample and Sampling Technique

A random sampling technique will be used to select a sample of social studies teachers and students from the selected secondary schools. The sample size will be determined using a sample size calculator to ensure that it is representative of the population.

Research Instruments

The research instrument for this study will be a questionnaire. The questionnaire will be designed to collect data on the types of instructional

materials used, the effectiveness of instructional materials, and the challenges and limitations faced by teachers and students.

Validity of the Instruments

The validity of the questionnaire will be ensured through face validity and content validity. The questionnaire will be reviewed by experts in the field of social studies education to ensure that it measures what it is supposed to measure.

Reliability of the Instruments

The reliability of the questionnaire will be ensured through test-retest reliability. A pilot study will be conducted to test the reliability of the questionnaire, and the results will be analyzed to ensure that the questionnaire is reliable.

Data Analysis

The data gathered from the respondents will be analyzed using statistical package for social sciences (SPSS). The research question were analyzed using frequency counts and percentages. The main and operational hypotheses formulated in this study were tested using chi-square.

CHAPTER FOUR

RESULT AND DISCUSSION

Data Analysis and Result

This chapter present the analysis of data collected in the research conducted on using unqualified teacher to teach mathematics in secondary schools in Ilorin west local government.

Table 1 Distribution of Respondent by Gender

Gender	Frequency	Percentage (%)
Male	15	60
Female	10	40
Total	25	100

The table 1 above shows that (60%) are male teachers respondent and (40%) are female teacher respondent, all respondent are 25 teachers from selected schools.

Table 2 Working Experience of Respondents

Working Experience	Frequency	Percentage (%)
0-5years	8	32
6-10	9	36
11years and above	8	32
Total	25	100

The table 2 above shows that (32%) are of 0-5year working experienced teachers respondent (36%) are of 6-10years working experience teachers respondent and (32%) are of above 10years working teachers respondent.

Presentation of Data

	Opinion				
	SA	A	SD	D	TOTAL
Items 1 Count	8	12	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 2 Count	16	8	0	1	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 3 Count	7	9	7	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 4 Count	11	12	1	1	25

Expected Count	10.2`	10.2	2.6	2.1	25.0
Items 5 Count	9	11	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 6 Count	8	15	2	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 7 Count	13	9	3	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 8 Count	9	7	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 9 Count	8	13	3	1	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 10 Count	15	5	2	3	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 11 Count	10	10	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 12 Count	11	12	2	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 13 Count	4	16	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 14 Count	14	6	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 15 Count	10	12	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 16 Count	14	9	0	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0

Items 17 Count	10	10	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 18 Count	6	14	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 19 Count	7	9	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 20 Count	14	4	3	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Count	204	203	51	42	500
Expected Count	204.0	203.0	51.0	42.0	500.0

Testing of Hypotheses

Hypotheses One

H_{O1}: Teaching with unqualified teachers has no significant effect on students' academic performance in mathematics.

Table 4 summary of chi-Square tests shows the effect of teachers' qualification on students' academic performance in mathematics

	Opinion				
	SA	A	SD	D	TOTAL
Items 1 Count	8	12	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 2 Count	16	8	0	1	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 3 Count	7	9	7	2	25

Expected Count	10.2	10.2	2.6	2.1	25.0
Items 4 Count	11	12	1	1	25
Expected Count	10.2`	10.2	2.6	2.1	25.0
Items 5 Count	9	11	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 6 Count	8	15	2	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 7 Count	13	9	3	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 8 Count	9	7	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 10 Count	15	5	2	3	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 11 Count	10	10	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 14 Count	14	6	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 17 Count	10	10	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Count	109	90	24	27	250
Expected count	109.0	90.0	24.0	27.0	250.0

Chi-square Test

	Value	Df	Asymps (2.5d-d)

Pearson chi-square	36.678	27	.101
Likelihood ratio	36.776	27	.099
Linear by linear Association	0.029	1	.864
N of Valid cases	250		

The table 4 above shows that the p-value is 0.101, while the significant value (a) is 0.05 at the degree of freedom df=27

Since the p-value (0.101) is greater than the p-value (0.05), then hypotheses (H_1) is rejected. Therefore we can conclude that there is significant effect of unqualified teachers on students academic performance teachers on students rejected. This implied that teaching with unqualified teachers has significant effect on students' academic performance in mathematics

Hypotheses Two

HO_2 : Teacher's qualification has no significant effect on the continual sustainable development of the notion

Table 5: summary of chi-square tests showing the effects of teachers' qualification on continual sustainable development of the nation

	Opinion				
	SA	A	SD	D	TOTAL
Items 6 Count	8	15	2	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 7 Count	13	9	3	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 9 Count	8	13	3	1	25

Expected Count	10.2	10.2	2.6	2.1	25.0
Items 12 Count	11	12	2	0	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 13 Count	4	16	3	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 15 Count	10	12	1	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 16 Count	14	9	0	2	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 18 Count	6	14	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 19 Count	7	9	5	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Items 20 Count	14	4	3	4	25
Expected Count	10.2	10.2	2.6	2.1	25.0
Count	82	113	27	27	250
Expected Count	82.0	113.0	27.0	27.0	250.0

Chi-square tests

	Value	Df	Asymps (2.5d-d)
Pearson chi-square	1.711E2	36	.000
Likelihood ratio	128.115	36	.000
Linear by linear	14.324	1	.000

Association			
N of Valid cases	250		

The table 5 above shows that the p-value is 0.000, while the significant value (a) is 0.05 at the degree of freedom df=36

Since the p-value (0.000) is greater that the p-value (0.05) then hypotheses (H_2) is rejected. This implies that, teachers' qualification has significant effect on the continual sustainable development of the nation

This is an indication that teaching with unqualified teachers has significant effect on the continual sustainable development of the nation

Discussion

The study was carried out to investigate the effect of using unqualified teachers to teach mathematics in secondary schools in Ilorin west local government.

The finding from the analysis above revealed that, teaching with unqualified teachers has significant effect on the academic performance of students in mathematics. This is an indication that unqualified teachers has great influence on the quality of teaching and learning process in school also it was

revealed from the analysis that most of the sample schools lack qualified mathematics teachers and this has serious effect on the quality and process of teaching and learning of mathematics (Azuka 2014, Aigboman and Iyamu 2011) who observed that no system of education can rise above it teachers in term of quality, quantity efficiency and effectiveness

On mathematics education and national development Odigwu (2014), Olatoye (2012) and Oyedeji (2015) agreed that mathematics education lead to national development; this implies that the continual sustainable development of a nation is seriously under treat if unqualified teacher is allow to teach mathematics in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focus on the summary of whole research work, the conclusion drawn from the findings, recommendations and suggestions for further studies.

Summary

The research work was carried out to investigate the effects of using unqualified teachers to teach mathematics in secondary schools in Ilorin west local government area of Kwara State.

The sample of twenty-five (25) respondents were randomly selected across five (5)secondary schools within the sample area four research questions were raized answered two null hypothesis were generated for the study while a well structured questionnaire were used to elicit reluctant data from the sample respondents.

The data collected through the administered questionnaire was subjected to both descriptive and inferential statistical frequency, percentage and chi-square statistical tool at 0.05 level of significance

The findings from the study revealed that

- Most of the teachers handling mathematics in secondary schools were not qualified
- There is low interest and academic performance of students in mathematics taught with unqualified teachers.
- The progress and quality of mathematics are affected
- There would be sustainable development if unqualified teacher were employed in schools

Conclusion

Teacher qualification is an essential attributes that promote qualitative teaching and learning process in schools teaching and learning process by unqualified teacher most especially mathematics in secondary school has significant effect on students performance the quality of teacher and the future of our school system. However, based on the findings it was concluded that most of the school sampled has unqualified mathematics teachers, also using unqualified teachers to teach mathematics has significant effect on students academic performance the progress and quality of our educational system

The result obtained in the study showed that, the following are the problems associated with the teaching and learning mathematics in secondary schools.

i. Lack of opportunity and for interest for mathematics workshop or seminar by mathematics teacher.
ii. Poor attitude of government toward teaching and learning mathematics in secondary schools.
iii. Some secondary schools have no mathematics teachers.

Effect of using unqualified teachers to teach mathematics in secondary schools in Ilorin west Local Government Area in kwara state through findings are as follows:

i. Increase in students poor performance in mathematics
ii. Loss of students interest in mathematics
iii. Discouragement of students in mathematics
iv. Low quality of mathematics education in the nation
v. Setback in students further education
vi. Setback in schools quality and progress
vii. Low academic strength of students in schools

viii. Waste of parents resources on their children education

ix. Frustration in parents effects and goal for their children

x. Setback in science and technology development of the nation

xi. Sabotage of national policy on mathematics

xii. Lack of sustainable development of the nation

Implications of the Study

The use of unqualified teachers to teach mathematics in secondary schools has great education implication. Since the use of unqualified teachers could caused the following;

Student mass failure, loss of student's interest in mathematics, setback in school progress academically it terms of students strength in the school unachievable parents desire and resources and goal for their children, setback in sustainable development of a nation, and national development in science and technology.

Based on the effect of using unqualified teachers to teach mathematics in secondary schools, education is in jeopardy. Due to this effects students education and interest in mathematics education would be lost, educational

goals and objectives of mathematics can never be achieved and this Will lead to frustration in educational planning and frustration in teacher education and national police on education. This could also lead to change in educational police, thereby obstructing the system of a nation.

Recommendations

Based on the findings, the following recommendations were made to the Government, schools, Mathematics teacher, student's parents and Parents Teachers Association (PTA) of schools.

The Federal, State and Local Government must ensure they employ more professionally qualified mathematics teachers, B.Sc. (Ed) and NCE and at least two (2), one B.Sc.(Ed) and one NCE, available in each school under them. They should also organize compulsory biannual mathematics workshop or seminar for all mathematics teachers.

To schools, each head, principal, proprietor in each of the schools should endeavor to get and use professionally qualified mathematics teachers either through the Government or Parents Teachers Association (PTA) of the schools. They should desist from using unqualified teachers to teach

mathematics at all cost. They should encourage their mathematics teachers to develop themselves by attending workshops and seminars.

To the Mathematics teachers, they should endeavor to develop themselves by attending Mathematics workshops and seminars, use different type of Mathematics textbooks.

You the students, they should find out very well, the qualification and competence of the Mathematics teachers teaching them.

You the parents, they should investigate thoroughly the quality of Mathematics teachers in the formal and non- formal schools they send their children to.

To the Parents Teachers Association (PTA) of schools, the PTA should make sure they employ professionally qualified Mathematics teachers to teach their children and desist from using unqualified teachers.

Limitations of the Study

The study was limited to the factors mentioned under the purpose of the study. The study investigated the quality and qualification of mathematics

teachers in secondary schools and recommended the type of teachers to be used to teach mathematics in secondary schools.

Suggestions for Further Studies

This study examined the effects of using unqualified teachers to teach mathematics in secondary schools in Ilorin West Local Government Area of Kwara State. Further research could still be carried out in these areas:

i. Teacher's ability in implementing mathematics syllabus in Ilorin West Local Government Area of Kwara State.
ii. A Factor responsible for effective teaching and learning of mathematics is Ilorin West Local Government Area of Kwara State.

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KWARA STATE COLLEGE OF EDUCATION ILORIN

DEPARTMENT OF MATHEMATICS

TOPIC: EFFECT OF USING UNQUALIFIED TEACHERS TO TEACH MATHEMATICS IN SECONDARY SCHOOLS

The purpose of this questionnaire is to get information on the effect of using unqualified teachers to teach mathematics in secondary school.

Note that, the information given will be treated confidentially and for only education purposes.

The questionnaire is divided into two sections. Section A and B

Section A

Please respond to the following question by filling in the space or tick the appropriate answer.

1. Name of your school:_____
2. Private or public: _____
3. Your discipline:_____
4. Subject taught in school: _____
5. Are you the mathematics teacher of the school? YES [ ] NO [ ]
   (a) Number of mathematics teachers in your school _____
   (b) Number of: B.SC(Ed) _____NCE_____others_____

SECTION B

Instruction: - kindly respond to the items below by ticking [ ] strongly Agree (SA), Agreed (A), strongly Disagree (SD), and Disagree (D)

S/N	STATEMENTS	SA	A	SD	D
1	Teacher's competence in teaching mathematics depends on his qualification.				
2	Teachers from training schools are more qualified than				

	teachers from non-training schools				
3	Teacher's discipline in other subjects different from mathematics disqualify				
4	Teacher's poor performance depend on his competence and preparation				
5	The type of textbooks used by mathematics teachers could determine his/her effectiveness in the class				
6	Student courage and good performance depend on the effectiveness and competence of the mathematics teachers				
7	Lack of mathematics teacher's competence could lead to students loss of interest in mathematics				
8	Students poor performance depend on the teachers qualification				
9	poor method of teachers teaching mathematics , could lead to students poor performance in mathematics				
10	Students poor performances could hinder students gaining admission into university				
11	Students poor performances could hinder students qualification for scholarship and incentive in mathematics				
12	Teachers competence could determine the strength of students in the schools				
13	Students poor performances in mathematics could determine the strength of students in the schools				
14	Lack of qualified teachers in mathematics could lead to schools setback				
15	Students poor performance could make parents to loose interest in a schools				
16	Students poor performance in mathematics weakened parents desire for their children				
17	Lack of qualified mathematics teachers made students to re-sit for external exams and waste their parents resources				
18	Parents are concerned about the performance of their children in mathematics				
19	Lack of students admission into university because of poor performances in mathematics hindered national developments in science and technology				

20	Lack of mathematics teacher's competence in the teaching of Mathematics causes setback in sustainable development of a nation.				